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ABSTRACT

The College-Level Academic Skills Test (CLAST), a component of Florida's system of educational accountability, is a lower-division college achievement test measuring student achievement of college-level communication and mathematics skills. Effective January 1996, students meeting certain requirements were exempt from the CLAST. This report provides information pertaining to the readiness of degree-seeking students to begin college-level work in Florida, the attainment of CLAST skills by community college and university students who did not secure exemptions by virtue of academic achievement and other test results, and the attainment of CLAST by racial and ethnic groups. Also addressed are the evaluation and improvement of curricula and student assessment practices at state and institutional levels, and research related to policy development and curricular decision making. Sections of the report discuss each of these areas. Findings show differences among groups in the numbers of students exempt from the CLAST, with white students much more likely to secure an exemption. Passing rates for the CLAST among community college students declined by about 1% overall from the preceding year. An appendix discusses institutional trends in student performance on the CLAST, and a second appendix lists the members of the Standing Committee on Student Achievement and Articulation Coordinating Committee. (Contains 6 figures and 39 tables.) (SLD)

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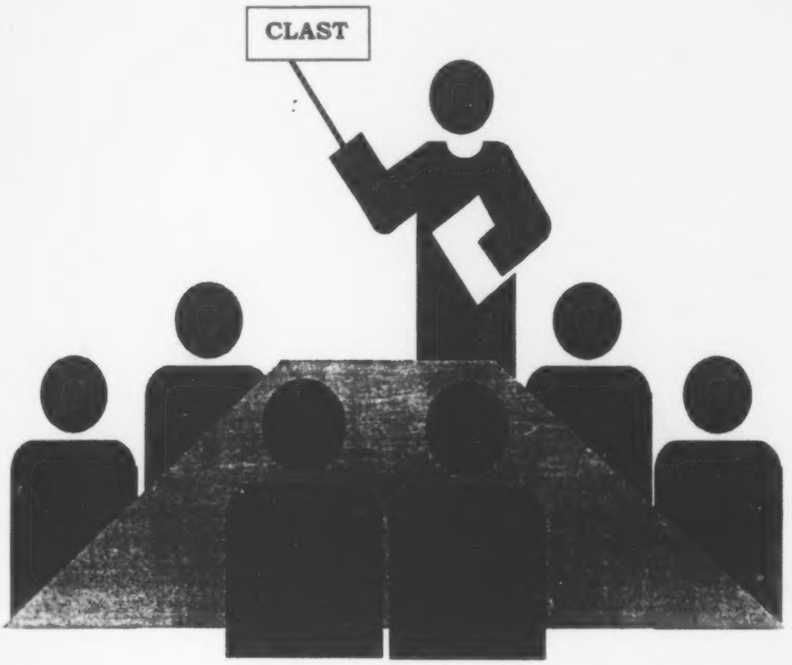

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Student Achievement of College-Level Communication and Mathematics Skills In Florida: 1996-97

Executive Summary

The College-Level Academic Skills Test (CLAST) is a component of Florida's system of educational accountability. The CLAST is a lower-division college achievement test measuring student achievement of college-level communication and mathematics skills. From August 1, 1984, until January 1, 1996, as mandated by the State Board of Education, minimum-level scores were required to award associate in arts degrees as well as baccalaureate degrees.

However, effective January 1, 1996, Section 240.107 (9)(c), F.S., stated students could exempt the CLAST if they earned a cumulative grade point average (GPA) of 2.5 on a 4.0 scale in postsecondary-level coursework designated by the Postsecondary Planning Commission and achieved a passing score on the CPT. This change meant that students can be considered prepared for upper-division coursework by either demonstrating mastery of college-level skills on a standard test (i.e., the CLAST) or by performance in certain designated courses. During AY 1996-97, the statute was revised and the CPT requirement was eliminated. Because of the availability of the exemption, the interpretation of any trends in mean scores and passing rates presented in this document must be made in light of the implementation of the alternatives to the CLAST for demonstrating mastery of college-level communication and mathematics skills.

The purposes of this report are to provide information pertaining to (a) the readiness of degree-seeking students to begin college-level work; (b) the attainment of CLAST skills by community college and university students who did not secure exemptions to the CLAST by the alternative mechanisms; (c) the attainment of communication and mathematics skills by selected racial/ethnic groups; (d) the evaluation and improvement of curricula and student assessment practices at state and institutional levels; and (e) research related to policy development and curricular decision making at state and university levels. The report is composed of five parts that address the purposes of the document. The parts are listed as follows:

- Part 1 - Readiness for College
- Part 2 - Statewide Performance of First-Time Examinees
- Part 3 - Passing Rates of Community College Students Who Have Completed 60 or More Hours of College-Level Credit
- Part 4 - Use of Waivers to Exempt the CLAST
- Part 5 - Recommendations for Research by the Standing Committee on Student Achievement (SCSA)

To aid in institutional evaluation and planning, Appendix A displays mean CLAST scores, passing rates, and frequencies of failures of first-time examinees for individual community colleges and universities from Academic Year (AY) 1992-93 through AY 1996-97.

Part 1. Readiness for College

Because entry-level academic skills have a major influence on academic attainment in college, this section concerns the extent to which students are academically prepared for college-level coursework. Data are presented that reflect the percentage of first-time-in-college (FTIC) degree-seeking students in AY 1996-97 who passed college placement tests in Mathematics, Writing, and Reading, and in all subtests combined. These data are compared to performances of all FTIC students from AY 1991-92 through AY 1995-96. Data are aggregated for community colleges, state universities, and for the three major racial groups: white, black, and Hispanic.

The percentage passing rates among students in community colleges for 1996-97 were 56.0% in Mathematics, 66.5% in Writing, 63.1% in Reading, and 41.7% in all subtests combined. These percentages were a reversal of a 5-year decline in the passing rates of the placement tests from AY 1991-92 through AY 1995-96. The percentage passing rates of FTIC degree-seeking students in public universities in AY 1996-97 were 94.6% in Mathematics, 94.5% in Writing, 95.2% in Reading, and 90.3% in all subtests combined. These passing rates represent a slight decrease of approximately 1.0% in the passing rates from the year before.

Regarding the performances of racial/ethnic groups, the percent passing rates of white students were 78.2% in Mathematics, 85.9% in Writing, 84.6% in Reading, and 72.0% in all subtests combined. With the exception of AY 1995-96, a particularly lower year in student performance, the percent passing rates were similar from AY 1991-92 through AY 1996-97. The percent passing rates for black students in AY 1996-97 were 53.8% in Mathematics, 58.6% in Writing, 54.9% in Reading, and 38.8% in all subtests combined. While performances in the respective subtests were stable from AY 1992-93 through AY 1996-97, the percent passing rate of all subtests combined increased 3.8% from AY 1995-96 to AY 1996-97. The percent passing rates of Hispanic students were 62.9% in Mathematics, 67.6% in Writing, 65.9% in Reading, and 46.7% in all subtests combined. These performances represent a significant reversal of a steady downward trend beginning in AY 1991-92 and ending in AY 1995-96. A principal factor in the increases in the percent passing rates of community college students and among the racial/ethnic groups in AY AY 1996-97 may be the inclusion of only degree-seeking students in the pool of FTIC freshmen as opposed to the inclusion of all FTIC freshmen in the preceding years.

Part 2. Statewide Performance of First-Time Examinees

This section provides statewide data on the performance of students taking the CLAST for the first time. Students may take the CLAST at any time after they have completed 18 credit hours of college courses. The data presented include the mean scores for the Essay, English Language Skills, Reading, and Mathematics subtests and the percent passing the individual subtests and all subtests combined from AY 1992-93 through AY 1996-97. Included in this year's report are the actual numbers of students failing the individual subtests and all subtests combined over a 5-year period. These numbers indicate the maintenance of minimum standards in light of the availability of alternatives for demonstrating preparedness for upper-division coursework. Data for first-time examinees of the CLAST are presented in Part 2A for all public institutions, state universities, and community colleges, and in Part 2B for three racial/ethnic groups.

In the 3-year span from AY 1994-95, the year prior to the implementation of the alternatives, through AY 1996-97, there was a 63.2% reduction in the number of students taking all CLAST subtests. The percentage declines among students taking the subtests were 57.5% in the Essay subtest, 57.5% in English Language Skills, 57.2% in Reading, and 45.5% in Mathematics. At the same time, there were declines in the mean scores, the percent passing, and in the number of students failing the individual subtests as well as all subtests combined. Between AY 1994-95 and AY 1996-97, the percentage of students passing all subtests combined dropped from 56% to 40%, whereas the numbers of students who failed to pass all subtests combined declined from 21,141 to 10,616, a 50% decrease. The effects of the declines in the numbers of students taking the CLAST are similar for both universities and the community colleges: lower mean scores, lower passing rates, and fewer numbers of students failing the individual subtests and all subtests combined. The impact of the availability of an alternative is not surprising since many of the prepared students were ostensibly able to earn 2.5 GPAs in designated English and mathematics courses. The CLAST appears to function as a "fail-safe" mechanism to ensure readiness for upper-division coursework for those who are unable to attain a requisite level of classroom performance.

Contrasts among racial/ethnic groups, Part 2B, indicated that from AY 1995-96 to AY 1996-97 there were differences among the groups in the percentage declines in the numbers of students taking the CLAST with a considerably larger percentage of white students apparently securing exemptions as compared to the minority groups. The differences among the groups in the expected decreases in means of test scores and in the percent passing rates between AY 1995-96 and AY 1996-97 were modest.

Part 3. Passing Rates of Community College Students Who Have Completed 60 or More Hours of College-Level Credit

This section investigates the impact of 2 or more years of postsecondary instruction in community colleges since AY 1992-93 on the attainment of college-level academic skills, as measured by the CLAST. Passing rates are analyzed in terms of whether or not students were required to take college preparatory courses: YES if they were, NO if not. The data in this section include all community college students who have passed 60 or more credit hours of college-level courses, excluding student transfers or those who withdrew prior to the accumulation of 60 credit hours.

From AY 1994-95 through AY 1996-97, there has been a reduction of 28.8% in the numbers of students taking the Essay test, 23.9% in Mathematics, 28.3% in Reading, 28.8% in English Language Skills, and 30.9% in all subtests combined. Over the same time period, the magnitude of declines in the percent passing the subtests were from 92.2% to 88.9% in Essay, 83.8% to 77.7% in Mathematics, 86.6% to 84.1% in Reading, 87.6% to 82.1% in English Language Skills, and from 74.6% to 66.2% in all subtests combined. In AY 1996-97, differences in the passing rates between those required to take college preparatory courses (YES) and those not required (NO) were 10.6% in the Essay subtest, 22.4% in Mathematics, 15.7% in Reading, 16.5% in English Language Skills, and 26.6% in all subtests combined. There was a slightly higher percentage of the NO group taking the CLAST than the YES group, even after the implementation of the alternatives. In AY 1996-97, of those students taking all four subtests combined, 76.2% of white, 42.9% of black, and 56.5% of Hispanic students passed.

Part 4. Use of Waivers to Exempt the CLAST

The purpose of this part of the report is to monitor the frequency of the use of waivers by community colleges and state universities in AY 1996-97 and to ascertain trends in the use of waivers from AY 1992-93 through AY 1996-97.

A total of 220 waivers was reported by 28 community colleges in AY 1996-97, a considerable increase from 56 the year before in AY 1995-96, but still fewer than the 302 in AY 1994-95, the year prior to the availability of alternatives to demonstrate mastery of college-level skills. Of the 220 waivers reported in AY 1996-97, 90 (40.9%) were on the basis of repeated failures, while the remaining 130 (59.1%) were on the basis of documented learning disabilities. By far the most frequent use of the waiver mechanism was for the Mathematics subtest (65.4% of all waivers).

In the universities, a total of 313 waivers was reported in AY 1996-97, up from 192 the year before, an increase of 63.0%. Of these, 104 (33.2%) were for repeated failures, while 209 (66.8%) were for documented learning disabilities. Among the subtests, the preponderance of waivers, 63.2%, were granted for Mathematics. Over the 5-year time span from AY 1992-3 through AY 1996-97, there has been a steady increase in the relative proportion of the use of waivers in Mathematics for both community colleges and universities.

Part 5. Recommendations for Research by the Standing Committee on Student Achievement (SCSA)

The Articulation Coordinating Committee (ACC), at its January 21, 1998, meeting in Tallahassee recommended that the SCSA review the section on "Recommendations for Research and Policy Development" presented in the *1995-96 Annual Report on Student Achievement of College-Level Skills* in light of recent research findings of studies conducted by Dr. Pat Windham of the Division of Community Colleges and Dr. Michael Resnick of the University of Florida. On May 27, 1998, the SCSA developed three studies for consideration by the ACC. The following studies will be conducted under the aegis of the Office of Assessment and Evaluation Services, Florida Department of Education:

Study #1: The Predictive Validity of the College-Ready Diploma

a. Conduct a retrospective correlational analysis in which grades earned in high school preparatory courses are used to predict (a) CPT scores in high school, (b) grades earned in selected college courses, and (c) the attainment of the AA degree or transfer to the upper division in universities.

b. Conduct a correlational analysis in which CPT scores are related to grades earned in selected college courses and to the attainment of the AA degree.

Study #2: Characteristics of Students Who Succeed After Being Required to Complete College Preparatory Courses at Community Colleges and Universities

a. Conduct an analysis of the educational and testing histories of samples of students who fail one, two, and three subtest areas of the CPT from a representative sample of community colleges and universities, and then identify student characteristics that distinguish successful students from unsuccessful students.

b. Contrast the success rates across all community colleges and universities in terms of the percentages of individuals who fail one, two, or three areas of the CPT, but who attain the AA degree within 4 years.

c. If certain community colleges or universities demonstrate appreciably higher success rates than average with students who have failed parts or all areas of the CPT, identify programmatic characteristics that are probable causes of their higher success rates.

Study #3: Enhance the Statewide Student Database Regarding the Alternative to Passing the CLAST

a. Propose a new reporting format in which data elements are added to the state databases that will enable the tracking of various mechanisms for demonstrating competency in college-level academic skills in both community colleges and universities.

Appendix A: Institutional Trends

Ultimately, the interpretation of the results of student performance on the CLAST and responding to these findings is the responsibility of each individual institution in Florida. Each institution can respond only to the needs of its students. Therefore, the purpose of this section is to provide feedback to individual institutions regarding the performance of their students on the CLAST. Three separate charts depict 5-year trends for AY 1992-93 through AY 1996-97 in (a) mean scores of first-time CLAST examinees with respect to communication and mathematics skills, (b) the percentage of first-time examinees passing the individual subtests of the CLAST and all subtests combined, and (c) the numbers of first-time test takers failing the individual subtests as well as the number of students who failed to pass all four subtests combined.

The graphs in this section can be used to monitor trends, to evaluate the effects of curricular changes, and to compare institutional performance with community college and university norms and to the performance of "sister" institutions. The data regarding the numbers of students failing the subtests of the CLAST or all subtests combined can be used to examine institutional grading standards of English and mathematics courses with respect to performance on the CLAST. There appears to be considerable institutional variation in the impact of the alternatives on the failure rates of the CLAST.

INTRODUCTION

The College-Level Academic Skills Tests (CLAST) is one component of the State of Florida's system of educational accountability. The CLAST is a lower-division, college achievement test measuring the attainment of college-level communication and mathematics skills. From August 1, 1984, to January 1, 1996, students in public institutions in Florida were required to achieve minimum-level scores to satisfy the standards set forth in the State Board of Education Rule 6A-10.0312, Florida Administrative Code (FAC), for the awarding of the associate in arts and baccalaureate degrees. Students enrolled in private postsecondary institutions had to present minimum-level CLAST scores to be eligible to receive state financial aid.

Section 240.107 (9)(c), F.S., as amended by the Florida Legislature, stated that effective January 1, 1996, students could exempt the CLAST by achieving a passing score on the Florida College Entry-Level Placement Test (also known as the Common Placement Test or CPT) and earning a cumulative grade point average (GPA) of 2.5 or above (on a 4.0 scale) in postsecondary-level course work designated by the Postsecondary Planning Commission. The implementation of the statute in midyear of Academic Year (AY) 1995-96 meant that students had an alternative means of demonstrating competency in college-level communication and mathematics skills. The assumption was that individuals who are able to achieve a 2.5 GPA in designated college-level English and mathematics courses possess sufficient mastery of college-level academic skills and, therefore, should be exempt from having to take the CLAST. (The CPT requirement was eliminated during AY 1996-97.) Thus, the interpretation of student performance in AY 1996-97 as well as possible trends in student achievement over the 5-year span from AY 1992-93 through AY 1996-97 must be made in light of this change.

Purposes of the Report for AY 1996-97

The report for AY 1996-97 is divided into five parts, with two appendixes containing additional data:

- pertaining to the readiness of degree-seeking community college and university students to begin college-level work;
- on the attainment of CLAST skills by students enrolled in the state universities, community colleges, and individual public institutions who did not secure exemptions to the CLAST through alternative mechanisms;
- on the attainment of communication and mathematics skills by selected racial/ethnic groups;
- for the evaluation and improvement of curricula and student assessment practices at state and institutional levels; and
- for research related to policy development and curricular decision making at state and institutional levels.

Questions Guiding the Inquiry

The following questions, formulated by the Standing Committee on Student Achievement (SCSA), framed the inquiry that addresses the objectives of this report:

1. What are the levels of student readiness to pursue postsecondary education?
    a. community colleges and state universities
    b. racial/ethnic groups

2. What are the performances of first-time CLAST examinees?
    a. all public postsecondary institutions in Florida
    b. community colleges and state universities
    c. racial/ethnic groups

3. What are the percent passing rates on the CLAST for community college students who have completed 60 or more hours of college-level credit?
    a. community colleges
    b. racial/ethnic groups

4. What are the frequencies in the use of CLAST waivers across community colleges and state universities?

5. Based on the above findings, what are the recommendations for research studies and policy development to enhance student achievement?

6. What are the trends in the performance of first-time examinees in college-level communication and mathematics skills at the institutional level?

The report was prepared by Dr. Gary W. Peterson of Florida State University, Chair of the Standing Committee on Student Achievement, with the assistance of Dr. Ken Loewe and Ms. Kathy Fearon of the Office of Assessment and Evaluation Services. Ms. Judith Thompson and Dr. Pat Windham of the Division of Community Colleges were also instrumental in securing data. Members of the SCSA reviewed an earlier draft of this document and formulated recommendations for consideration by the Articulation Coordinating Committee. Design, layout, and graphics were prepared by Mr. Stephen Hill, a doctoral student in the Combined Program in Counseling Psychology and School Psychology of Florida State University.

PART 1.

READINESS for COLLEGE

An important goal for any educational institution is to ensure that students are ready to progress to their next level of education. Postsecondary institutions rely on secondary schools to prepare students to meet the demands of the college curriculum by ensuring adequate preparation in the development of college-level academic learning skills. In the late 1970s, many students were thought by the public to be underprepared in their level of skills in reading, writing, and mathematics. As a result of these concerns, the Florida State Legislature passed House Bill (HB) 1689, which mandated the creation of the College-Level Academic Skills Test (CLAST) and prescribed the development of State Board of Education rules that would ensure a requisite level of preparation for (a) college matriculation and for (b) matriculation in upper division courses of study in the state universities. Part 1 of this annual report concerns the extent to which first-time-in-college (FTIC) students are ready for matriculation in college in terms of requisite skills in mathematics, writing, and reading.

Students are deemed ready for college-level work if they earn minimum scores on the placement tests specified in Rule 6A-10.0315 (1) FAC. Prior to August 1, 1995, community colleges and universities were allowed to select an approved standardized placement test from among the ACT, Enhanced ACT, SAT, SAT-1, MAPS, ASSET, and the Common Placement Test. Beginning August 1, 1995, Rule 6A-10.0315 (2), FAC, required all community colleges and universities to administer one common test, the Florida College Entry-Level Placement Test, herein referred to as the Common Placement Test (CPT).

However, Rule 6A-10.0315 (5), FAC, permitted an institution to delay implementing the CPT until August 1, 1996, with the approval of the Commissioner of Education. In addition, students who earned minimum scores on the SAT-1 (V = 420, M = 440) or Enhanced ACT (Reading = 16, Essay = 16, Mathematics = 16) could be exempted from taking the CPT at the discretion of the president of the community college or university (Rule 6A-10.0315 (7), FAC). Thus, AY 1996-97 was the first year of the full implementation of the rule to require the exclusive use of the CPT, SAT, and ACT as placement tests.

In Part 1, passing rates of FTIC freshmen are presented in mathematics, writing, and reading and in all subtests combined over a 6-year period from AY 1991-92 through AY 1996-97. Readiness data are presented for public community colleges, state universities, and for racial/ethnic groups. The most important aspects of the data to note in this section are the number and percentages of students identified as needing college preparatory instruction in the areas of mathematics, writing, and reading because these data have curricular and budgetary implications.

There are two important factors that must be kept in mind when interpreting the respective passing rates and trends in this section. The first is the movement toward the exclusive use of the CPT, SAT-1, and Enhanced ACT as the standard college placement tests. While there was an approved cut score for each placement test prior to August 1, 1995, the score distributions of the various tests were never equated. Thus, any interpretation of differences in mean scores between groups or trends over time must be made in light of the changes pertaining to entry-level testing requirements. Regarding the second factor, in AY 1996-97, the rules of inclusion were changed for determining which students were considered as FTIC freshmen. Prior to AY 1996-97, FTIC freshmen included all freshmen enrolled in community colleges and universities. In AY 1996-97, FTIC freshmen included only degree-seeking students. Therefore, any interpretation of differences in mean scores over time or between groups must be made in light of changes in rules pertaining to entry-level testing, boundary conditions of definitions of student populations, and other causal factors such as actual shifts in levels of student preparation for college.

To assist in understanding the potential impact of the first factor, the number and percentage of community college students taking the various placement tests from AY 1991-92 through AY 1996-97 are presented in Table 1.1, while the mean scores students earned on the respective placement tests over the same time period are presented in Table 1.2. The data in Table 1.1 clearly show the transition to the exclusive use of the CPT, SAT-1, and Enhanced ACT. In AY 1996-97, these three tests were used by 83% of community college students in mathematics, 84% in reading, and 90% in writing. In some cases, earlier forms of the SAT-1 and Enhanced ACT remain in student records and hence can be used to demonstrate readiness. MAPS, New MAPS, ASSET, and Enhanced ASSET accounted for a very small percentage (< 6%) of the placement tests used in AY 1996-97. The remainder will gradually approach zero as students who qualify for use of older pre-1995 mechanisms move through the system. Data in Table 1.2 indicate that for the most part, the mean scores of performances on the respective placement tests have remained stable over the 6-year period, with the exception of the SAT and SAT-1. Scores on these tests increased appreciably in all three areas from AY 1995-96 to AY 1996-97. In terms of performance on the placement tests as indicators of readiness for college, there appears to be no decline in the respective areas over the time period from AY 1991-92 to AY 1996-97.

Table 1.1

Number and Percentage of Community College Students Using Various Placement Tests:
AY 1991-92 Through AY 1996-97

Test	1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
Subtest	N	%	N	%	N	N	%	%	N	%	N	%
CPT												
Mathematics	2086	7	7464	28	7741	30	9818	34	11,972	42	15,669	63
Reading	2320	8	7508	27	7735	29	9797	33	12,526	43	16,302	63
Writing	2350	8	7608	28	7768	30	9903	34	12,620	45	16,527	69
MAPS												
Mathematics	13,565	47	5809	21	5096	20	5984	20	5361	19	1,031	4
Reading	13,708	46	5651	20	5046	19	6004	20	5340	18	1,103	4
Writing	13,683	47	5695	21	5061	19	5902	20	5266	19	1053	4
SAT												
Mathematics	5024	17	5016	19	4593	18	4657	16	2803	10	2154	9
Reading	4985	17	5043	18	4600	17	4821	16	2229	8	1591	6
Writing	4893	17	5026	18	4653	18	4296	15	736	3	176	<1
SAT I												
Mathematics							257	<1	2030	7	2273	9
Reading							311	1	2160	7	2520	10
Writing							322	1	2134	8	2103	9
ACT												
Mathematics	1563	5	1446	5	906	3	1140	4	746	3	789	3
Reading	1493	5	1414	5	863	3	1090	4	937	3	876	3
Writing	1492	5	1352	5	851	3	1101	4	965	3	836	3
Enhanced ACT												
Mathematics	2876	10	2597	10	2711	10	3133	11	3523	12	2739	11
Reading	3170	11	2909	11	2991	11	3145	11	3678	12	2903	11
Writing	2932	10	2635	10	2718	10	3184	11	3466	12	2773	12
Enhanced ASSET												
Mathematics	3706	13	3333	12	3583	14	3787	13	1819	6	249	<1
Reading	3752	13	3360	12	3672	14	4012	13	1936	7	289	1
Writing	3699	13	3387	12	3669	14	4045	13	1965	7	312	1
ASSET												
Mathematics	96	<1	176	<1	117	<1	120	<1	134	<1	73	<1
Reading	319	1	416	2	323	1	352	1	437	1	246	<1
Writing	320	1	415	2	322	1	358	1	443	1	260	1
New MAPS												
Mathematics			1263	5	1166	4	345	1	239	<1	35	<1
Reading			1363	5	1175	4	315	1	221	<1	41	<1
Writing			1326	5	1110	4	302	1	213	<1	42	<1
Total												
Mathematics	28,916	100	27,104	100	25,913	100	29,241	100	28,627	100	25,012	100
Reading	29,747	100	27,664	100	26,405	100	29,848	100	29,464	100	25,871	100
Writing	29,369	100	27,444	100	26,152	100	29,413	100	27,808	100	24,082	100

Note. Data obtained from the Division of Community Colleges, Office of Educational Services and Research

Table 1.2

Mean Scores of Community College Students on Various College Placement Tests:
AY 1991-92 Through AY 1996-97

Test Subtest	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
CPT						
Mathematics	50.0	54.5	52.7	53.3	53.0	54.0
Reading	72.3	69.9	69.5	70.0	70.8	72.5
Writing	78.6	77.7	76.8	77.2	77.6	79.2
MAPS						
Mathematics	208.4	209.6	209.2	210.1	210.1	213.2
Reading	14.0	14.3	14.4	14.8	15.0	16.1
Writing	34.1	33.8	33.6	34.4	34.5	37.7
SAT						
Mathematics	444.9	447.9	448.5	459.6	461.3	475.7
Reading	396.9	396.3	399.4	402.6	420.2	475.4
Writing	39.8	40.1	39.7	40.5	41.7	46.4
SAT I						
Mathematics				436.9	461.7	487.8
Reading				388.2	423.6	483.4
Writing				386.1	424.9	482.8
ACT						
Mathematics	18.0	18.3	18.0	18.7	18.7	18.2
Reading	18.9	19.0	18.8	19.5	19.5	19.1
Writing	18.6	18.8	18.7	19.5	19.1	19.1
Enhanced ACT						
Mathematics	18.0	18.2	18.3	18.8	18.7	19.0
Reading	19.2	19.2	19.3	19.8	20.0	20.6
Writing	18.4	18.5	18.6	19.1	19.2	19.6
Enhanced ASSET						
Mathematics	36.3	37.3	36.2	36.7	38.1	43.1
Reading	40.7	40.6	40.7	40.8	41.4	44.0
Writing	40.9	40.9	40.8	41.0	41.8	45.1
ASSET						
Mathematics	21.2	34.6	30.1	33.3	31.7	33.5
Reading	30.7	33.8	33.7	33.1	34.4	38.8
Writing	42.8	43.7	42.6	43.3	42.2	43.6
New MAPS						
Mathematics		608.6	608.8	612.1	612.8	617.1
Reading		112.9	112.5	114.6	115.8	117.1
Writing		314.0	313.7	315.8	317.0	318.1

Note Data obtained from the Division of Community Colleges, Office of Educational Services and Research

Public Community College FTIC Degree-Seeking Freshmen

According to data from the report, *Readiness for Postsecondary Education, 1996-97*, there were 27,615 degree-seeking FTIC freshmen enrolled in Florida's community colleges during AY 1996-97. Readiness is defined in terms of the students earning passing scores on an approved placement test. Performances from AY 1991-92 through AY 1995-96 and the performances in AY 1996-97 are subdivided into two parts of a data table, with Table 1.3A presenting performances in AY 1996-97 and Table 1.3B presenting performances from AY 1991-92 through AY 1995-96. Performances in AY 1996-97 were separated from the previous years because AY 1996-97 was the first year of the full implementation of Rule 6A-10.0315, FAC, requiring all students to take the CPT or exempt it through taking the SAT-I or Enhanced ACT, and this was also the year in which FTIC student performances were reported only for degree-seeking students. Thus, trends in passing rates over time must now take into account recent changes in rules pertaining to placement testing and which sets of students are included in FTIC freshmen performances.

Mathematics

Of the 24,282 FTIC community college degree-seeking students taking an approved mathematics placement test in AY 1996-97, 56.0% earned minimum passing scores or higher.

Writing

Of the 24,983 FTIC community college degree-seeking students taking a placement test in writing in AY 1996-97, 66.5% earned a passing score or higher.

Reading

Of the 24,816 FTIC community college degree-seeking students who took a placement test in reading in AY 1996-97, 63.1% earned a minimum passing score or higher.

All Subtests Combined

Overall readiness may be considered as having earned passing scores on all three subtests combined. The percentage of FTIC community college degree-seeking freshmen passing all three subtests combined of an approved placement test in AY 1996-97 was 41.7%.

Table 1.3A

Percent of FTIC Degree-Seeking Freshmen Passing College Placement Tests:
Florida's Community Colleges AY 1996-97

Year	**1996-97**	
Subtest Area:	Percent Passing	Number Tested[a]
Mathematics	56.0	24,282
Writing	66.5	24,938
Reading	63.1	24,816
All Subtests Combined	**41.7**	23,509

Source: Author, *Readiness for Postsecondary Education, 1996-97*. Florida Department of Education, Tallahassee, FL.

Note. AY 1996-97 data represent minimum scores, as set by Rule 6A-10.0315, FAC.

[a] Number of degree-seeking students (AA, AS, Baccalaureate) enrolled in summer, fall, or spring AY 1996-97.

Table 1.3B

Percent of FTIC Freshmen Passing College Placement Tests:
Florida's Community Colleges AY 1991-92 Through AY 1995-96

Year	**1991-92**	**1992-93**	**1993-94**	**1994-95**	**1995-96**
Number of FTIC Students Tested	23,821	23,531	23,632	27,810	27,793
Subtest Area:					
Mathematics	60.7	58.4	56.8	59.3	56.4
Writing	71.1	68.3	68.5	68.0	61.6
Reading	72.2	68.6	68.6	68.1	66.5
All Subtests Combined	**45.6**	**42.1**	**41.1**	**42.6**	**37.1**

Source Author, *Readiness for College: A Postsecondary Feedback Report to Florida's Public High Schools and School Districts 1991-92 through 1995-96*. Florida Department of Education, Tallahassee, FL.

Note AY 1991-92 through AY 1995-96 data represent minimum scores, as set by Rule 6A-10.0315, FAC, on any of the following tests: ACT, Enhanced ACT, SAT, SAT-I, MAPS, New MAPS, ASSET, New ASSET, and the CPT.

Observations and Trends

From AY 1995-96 to AY 1996-97, there was a decline in the number of students taking the subtests (See Tables 1.3A-B). The declines were 12.6% in the number of students taking the mathematics subtest, 10.3% in writing, 10.7% in reading, and 15.4% in all subtests combined. Much of this decline could ostensibly be attributed to the redefinition of the population from all entering freshmen prior to AY 1996-97 to only degree-seeking freshmen in the present report. With respect to performance on the individual subtests, changes in rules related to assessments and population boundaries appear to have had a marginal impact. The percentage of students passing the mathematics subtests appears to have remained fairly stable over the 5-year span from AY 1992-93 through AY 1996-97, with passing rates varying between 59.3 and 56.0. The passing rate in writing in AY 1996-97, 66.5%, appears to have bounced back from a low the previous year, 61.6%, to the level of preceding performances from AY 1992-93 through AY 1994-95, between 68.0% and 68.5%. The rate of passing for all subtests combined in AY 1996-97, 41.7%, also rebounded from the previous year's low, 37.1%, to the levels of the previous 3-year span from AY 1992-93 through AY 1994-95, between 41.1% and 42.6%.

One interpretation of the trend is that, in spite of changes in assessments and populations, except for a decline in AY 1995-96, preparedness for college appears to have remained stable over the 5-year span from AY 1992-93 through AY 1996-97. An alternative interpretation is that the decline in AY 1995-96 signaled a downward trend in preparedness and that the delimiting of the population to include only degree-seeking students in AY 1996-97 compensated for this decline.

Public University FTIC Degree-Seeking Freshmen

Of the 16,004 state university degree-seeking freshmen who took the CPT or an approved alternative in AY 1996-97, over 94% passed the individual placement tests in mathematics, writing, and reading, and over 90% passed all three subtests combined (See Table 1.4A). Because of changes in rules related to assessment and to population definitions discussed above, passing rates for AY 1991-92 through AY 1995-96 are presented in a separate table from AY 1996-97 (See Tables 1.4A-B). Performances on the individual subtests and all subtests combined in AY 1996-97 were as follows:

Mathematics

Of the 16,004 FTIC degree-seeking university freshmen who took a placement test in mathematics in AY 1996-97, 94.6% earned minimum passing scores or higher.

Writing

Of the 16,004 FTIC degree-seeking university freshmen who took a placement test in writing in AY 1996-97, 94.5% earned minimum passing scores or higher.

Reading

Of the 16,004 FTIC degree-seeking university freshmen who took a placement test in reading in AY 1996-97, 95.2% earned minimum passing scores or higher.

All Subtests Combined

Of the 16,004 FTIC degree-seeking university freshmen who took an approved placement test in AY 1996-97, 90.3% passed all three subtests.

Table 1.4A

Percent of FTIC Degree-Seeking Freshmen Passing College Placement Tests:
Florida's State Universities AY 1996-97

Year	**1996-97**	
Subtest Area:	Percent Passing	Number Tested[a]
Mathematics	94.6	16,004
Writing	94.5	16,004
Reading	95.2	16,004
All Subtests Combined	**90.3**	16,004

Source: See Table 1.3A.

Note. AY 1996-97 data represent minimum scores, as set by Rule 6A-10.0315, FAC.

[a] Number of degree-seeking students (AA, AS, Baccalaureate) enrolled in summer, fall, or spring AY 1996-97.

Table 1.4B

Percent of FTIC Freshmen Passing College Placement Tests:
Florida's State Universities AY 1991-92 Through AY 1995-96

Year	**1991-92**	**1992-93**	**1993-94**	**1994-95**	**1995-96**
Number of FTIC Students Tested	10,650	11,149	11,409	11,999	12,570
Subtest Area:					
Mathematics	95.5	96.7	96.4	95.6	95.6
Writing	95.6	96.9	96.5	95.4	95.1
Reading	96.2	96.3	96.6	95.3	96.3
All Subtests Combined	**92.3**	**92.7**	**92.2**	**90.4**	**91.5**

Source: See Table 1.3B

Note: AY 1991-92 through AY 1995-96 data represent minimum scores, as set by Rule 6A-10.0315, FAC, on any of the following tests: ACT, Enhanced ACT, SAT, SAT-I, MAPS, New MAPS, ASSET, New ASSET, and the CPT.

Observations and Trends

The universities, like the community colleges, experienced a shift in the numbers of students taking the placement tests; however, the universities experienced a shift in the opposite direction. There was an increase from 12,570 taking the placement tests in AY 1995-96 to 16,004 taking the placement tests in AY 1996-97, a 27.3% increase. In spite of the increase in the numbers of students taking the placement tests, there was only a slight decline in the passing rates for the individual subtests and all subtests combined. The passing rates declined 1.0% in the Mathematics subtest, 0.6% in the Writing subtest, 1.1% in the Reading subtest, and 1.2% in all subtests combined. Thus, while the number of students taking placement tests in the universities increased dramatically from AY 1995-96 to AY 1996-97, there was little change in the extent of readiness for college-level work by FTIC freshmen degree-seeking students.

Over the 6-year span from AY 1991-92 through AY 1996-97, there have been slight declines in the degree of readiness across all three subtests and in all subtests combined. Nevertheless, over 94% (approximately 19 of 20) of all FTIC freshmen continue to pass the placement tests in mathematics, writing, and reading, while over 90% (9 in 10) pass all three subtests combined.

Readiness by Racial/Ethnic Group

Frequently, racial/ethnic groups differ in terms of academic preparation as measured by performance on standardized tests. Such is the case with placement tests administered to FTIC degree-seeking freshmen in Florida. The population norms and trends for whites, blacks, and Hispanics from AY 1991-92 through AY 1996-97 are as follows:

White Population

Over 24,000 white FTIC degree-seeking freshmen in community colleges and universities took at least one subtest of the CPT or an approved alternative in AY 1996-97. The passing rate was 78.2% for the Mathematics subtest, 85.9% for the Writing subtest, 84.6% for the Reading subtest, and 72.0% for all three subtests combined (See Table 1.5A). As presented in Tables 1.5A-B, trends over the 6-year period from AY 1991-92 through AY 1997-97 indicate that passing rates in mathematics remain highly stable with fluctuations between 75.9% (AY 1993-94) and 78.2% (AY 1996-97). In writing, with the exception of AY 1995-96, the passing rate was highly stable, at approximately 85%. The passing rate in reading was also stable, gravitating around 86% over the 6-year time span. In AY 1996-97, there was a marked increase of 8.6% in the percentage of white FTIC freshmen passing all subtests combined over the previous year. Thus, while the average performances on the individual subtests were basically unaffected by changes in rules governing assessments and population inclusion in AY 1996-97, there did appear to be an impact on the passing rate of all three subtests combined.

Table 1.5A

Percent of White FTIC Degree-Seeking Freshmen Passing College Placement Tests:
AY 1996-97

Year	**1996-97**	
Subtest Area:	Percent Passing	Number Tested[a]
Mathematics	78.2	24,174
Writing	85.9	24,636
Reading	84.6	24,737
All Subtests Combined	**72.0**	23,771

Source: See Table 1.3A.

Note: AY 1996-97 data represent minimum scores, as set by Rule 6A-10.0315, FAC.

[a] Number of degree-seeking students (AA, AS, Baccalaureate) enrolled in summer, fall, or spring AY 1996-97.

Table 1.5B

Percent of White FTIC Freshmen Passing College Placement Tests:
AY 1991-92 Through AY 1995-96

Year	**1991-92**	**1992-93**	**1993-94**	**1994-95**	**1995-96**
Number of FTIC Students Tested	17,091	21,456	21,479	24,423	24,840
Subtest Area:					
Mathematics	77.6	77.0	75.9	77.0	77.1
Writing	85.8	85.6	85.8	85.1	77.4
Reading	86.3	87.2	87.3	86.6	86.2
All Subtests Combined	**69.1**	**68.4**	**67.9**	**67.5**	**63.4**

Source: See Table 1.3B

Note: AY 1991-92 through AY 1995-96 data represent minimum scores, as set by Rule 6A-10.0315, FAC, on any of the following tests: ACT, Enhanced ACT, SAT, SAT-I, MAPS, New MAPS, ASSET, New ASSET, and the CPT.

Black Population

Of the 7,318 black FTIC degree-seeking freshmen taking the CPT or an approved alternative in AY 1996-97, 53.8% passed the Mathematics subtests, 58.6% the Writing subtest, 54.9% the Reading subtest, and 38.8% passed all three subtests combined (See Table 1.6A). The changes in the rules pertaining to assessments and population inclusion in AY 1996-97 appear to have yielded small to modest gains in the respective passing rates. The passing rate in mathematics increased 0.8%; in writing, 3.2%; in reading, 0.2%; and in all subtests combined, 3.8%. Over the 6-year time span from AY 1991-92 through AY 1996-97 (See Tables 1.6A-B), the variations in passing rates appear to be attributable to normal system fluctuation with no clear trends emerging in terms of college preparedness.

Table 1.6A

Percent of Black FTIC Degree-Seeking Freshmen Passing College Placement Tests: AY 1996-97

Year	1996-97	
Subtest Area:	Percent Passing	Number Tested[a]
Mathematics	53.8	7,205
Writing	58.6	7,301
Reading	54.9	7,318
All Subtests Combined	**38.8**	7,121

Source: See Table 1.3A.

Note. AY 1996-97 data represent minimum scores, as set by Rule 6A-10.0315, FAC.

[a] Number of degree-seeking students (AA, AS, Baccalaureate) enrolled in summer, fall, or spring AY 1996-97.

Table 1.6B

Percent of Black FTIC Freshmen Passing College Placement Tests: AY 1991-92 Through AY 1995-96

Year	1991-92	1992-93	1993-94	1994-95	1995-96
Number of FTIC Students Tested	5,751	5,854	5,988	6,817	6,993
Subtest Area:					
Mathematics	56.6	53.5	52.8	53.0	53.0
Writing	59.5	57.9	59.3	56.4	55.4
Reading	58.5	56.3	58.2	54.3	54.7
All Subtests Combined	**37.9**	**35.5**	**36.3**	**35.2**	**35.0**

Source: See Table 1.3B

Note. AY 1991-92 through AY 1995-96 data represent minimum scores, as set by Rule 6A-10.0315, FAC, on any of the following tests: ACT, Enhanced ACT, SAT, SAT-I, MAPS, New MAPS, ASSET, New ASSET, and the CPT.

Hispanic Population

Of the 7,137 Hispanic FTIC degree-seeking freshmen who took at least one subtest of the CPT or an approved alternative in AY 1996-97, 62.9% passed the Mathematics subtest, 67.9% passed the Writing subtest, 65.9% passed the Reading subtest, and 46.7% passed all subtests combined (See Table 1.7A). In this population, the average scores in the respective subskills and all subtests combined in AY 1996-97 show a marked increase over the previous year (See Tables 1.7A-B). In the Mathematics subtest, there was an increase in the passing rate of 5.8%; in writing, 7.7%; in reading, 5.4%; and all subtests combined, 9.2%. This sudden increase stems a decline over the past 5 years. Thus, the changes in rules related to assessments and population inclusion may have exerted a considerable impact on mean placement test scores of this population.

Table 1.7A

Percent of Hispanic FTIC Degree-Seeking Freshmen Passing College Placement Tests:
AY 1996-97

Year	1996-97	
Subtest Area:	Percent Passing	Number Tested[a]
Mathematics	62.9	7,137
Writing	67.6	7,069
Reading	65.9	7,072
All Subtests Combined	**46.7**	6,883

Source: See Table 1.3A.

Note. AY 1996-97 data represent minimum scores, as set by Rule 6A-10.0315, FAC.

[a] Number of degree-seeking students (AA, AS, Baccalaureate) enrolled in summer, fall, or spring AY 1996-97.

Table 1.7B

Percent of Hispanic FTIC Freshmen Passing College Placement Tests:
AY 1991-92 Through AY 1995-96

Year	1991-92	1992-93	1993-94	1994-95	1995-96
Number of FTIC Students Tested	5,445	5,995	6,162	6,840	7,016
Subtest Area:					
Mathematics	60.5	61.5	61.1	59.8	57.1
Writing	69.9	65.6	67.1	65.5	59.9
Reading	67.3	63.8	63.9	62.7	60.5
All Subtests Combined	**45.2**	**43.6**	**42.4**	**41.2**	**37.5**

Source: See Table 1.3B

Note. AY 1991-92 through AY 1995-96 data represent minimum scores, as set by Rule 6A-10.0315, FAC, on any of the following tests: ACT, Enhanced ACT, SAT, SAT-I, MAPS, New MAPS, ASSET, New ASSET, and the CPT.

Discussion

The findings presented in Tables 1.3A-B through 1.7A-B and Figure 1.1 below suggest that, while the level of preparation of state university freshmen declined slightly from AY 1995-96 to AY 1996-97, there was a general reversal of a 5-year downward trend among community college freshmen in AY 1996-97. The effect is particularly noticeable in the passing rates of all subtests combined (See Figure 1.1). There are several factors to consider in interpreting trend data over the 6-year period, especially in the last 2 years from AY 1995-96 through AY 1996-97.

The first is the implementation of the state rule related to the use of the Common Placement Test or an approved alternative in AY 1995-96. The second is the adoption of the practice of reporting average scores of only degree-seeking FTIC freshmen in AY 1996-97, as compared to all FTIC freshmen in the previous 5-year span. The third is the shift in the number of freshmen attending state universities. The community colleges appear to have lost freshmen degree-seeking students in AY 1995-96 to AY 1996-97, while the universities gained degree-seeking freshmen over the same time period. In the community colleges, there was a decline in the number of FTIC students taking the placement tests from 27,793 in AY 1996-97 to 24,816 in AY 1996-97, while in the universities there was a gain from 12,570 in AY 1995-96 to 16,004 in AY 1996-97. In spite of the fact that the universities enrolled more freshmen, their overall level of preparedness does not appear to have changed appreciably. At the same time there was an increase in the level of preparation of community college students when only degree-seeking students are included in the data set. Unfortunately, because of the implementation of policy changes in AY 1996-97, no definitive conclusions can be made regarding the general level of preparedness for college-level work by FTIC degree-seeking freshmen in Florida.

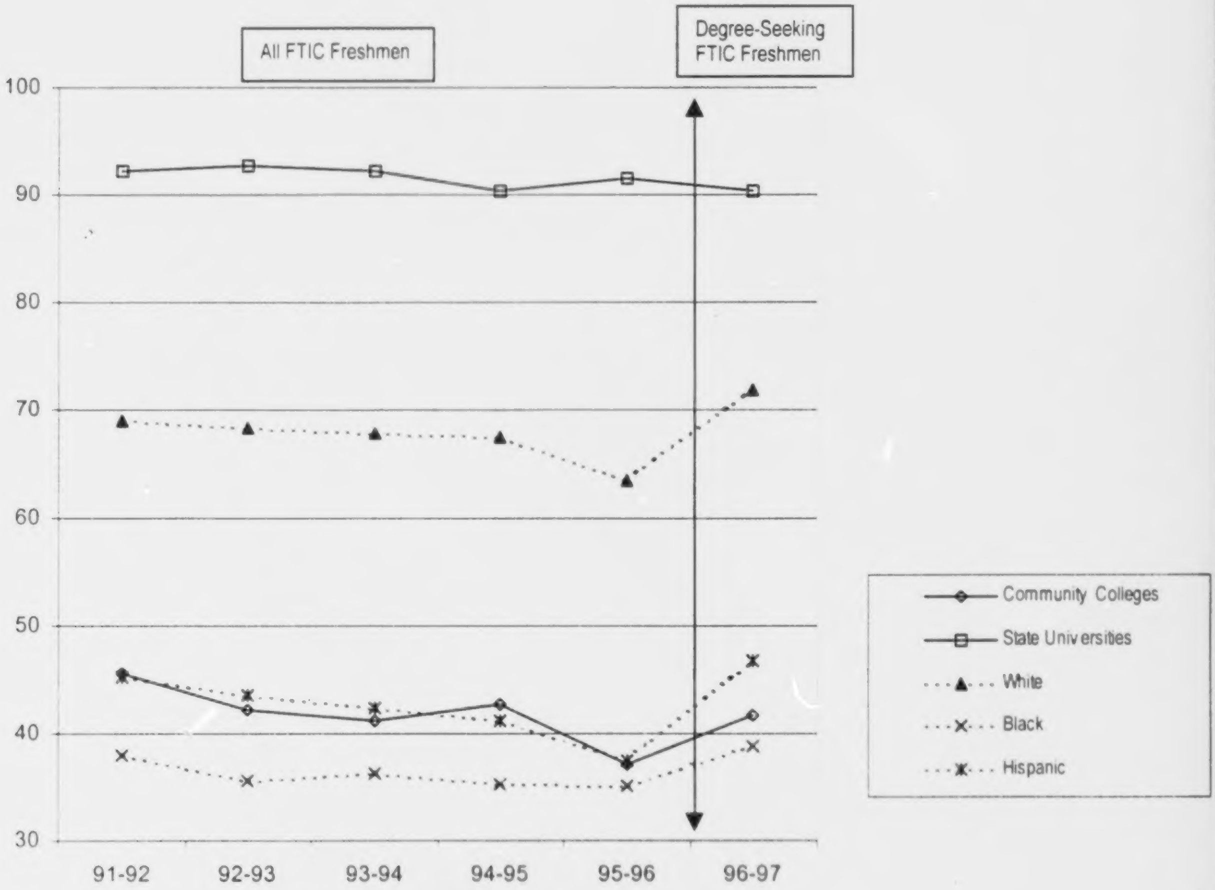


Figure 1.1. Percent Passing All Subtests Combined by Community Colleges and Universities and by Racial/Ethnic Group

PART 2.

STATEWIDE PERFORMANCE of FIRST-TIME CLAST EXAMINEES

The CLAST may be taken at any time after a student has completed 18 credit hours of college-level courses. Thus, students may take the test as early as their freshman year or they may wait until they have completed almost all of the requirements for the A.A. degree in community colleges or before matriculation into the upper division of the universities. However, revisions to Section 240.107 (9)(c), F.S., effective January 1, 1996, eliminated the CLAST as the sole means for demonstrating mastery of college-level communication and mathematics skills set forth in Rule 6A-10.316, FAC. After that date, pursuant to Section 240.107 (9)(c), F.S., a student could exempt certain testing requirements if he/she achieved a passing score on the CPT and achieved a cumulative grade point average of 2.5 or above on a 4.0 scale in postsecondary-level course work identified by the Postsecondary Education Planning Commission. Students could exempt the three communication sections, Essay, English Language Skills, and Reading, by earning a 2.5 GPA in two specified college-level English courses, or they could exempt the Mathematics subtest by earning a 2.5 GPA in two specified college-level mathematics courses.

The implementation of the statute meant that students can be considered prepared for upper-division coursework by demonstrating either mastery of college-level academic skills on a standardized test (i.e., the CLAST) or by a requisite level of performance in certain designated courses. During AY 1996-97, the statute was revised and the CPT requirement was eliminated.

As will be noted in the data tables included in Part 2, the adoption of the statute change noted above has had the following impact on the CLAST data summaries from AY 1995-96 through AY 1996-97: (a) the numbers of students taking the CLAST in community colleges and universities have declined since there are alternative mechanisms to demonstrate mastery; (b) the average performances on the respective subtests have declined because better-prepared students are able to secure exemptions to parts or all of the CLAST, and hence are no longer included in the pool of students taking the examination; and (c) the percentage of students passing the CLAST has also declined for the same reason. To facilitate interpretation of the data in light of the statute change in AY 1995-96, each data table in this section is presented in two parts, A and B, to highlight the effects of the statute change. Data from AY 1995-96 and AY 1996-97 are presented in Part A, whereas data from AY 1991-92 through AY 1994-95 are presented in Part B.

Because of the statute change, additional analyses and data tables are added to this section that have not been included in previous annual reports on student achievement of college academic skills. In addition to the above success indicators, the actual number of students failing the subtests from AY 1991-92 through AY 1996-97 is also presented. Since the effect of the passage of Section 240.107 (9)(c), F.S. was the reduction of well-prepared students from the pool of first-time CLAST test-takers, one would logically expect declines in both the numbers of students passing the CLAST and the percentage of students passing the test. However, the following question is raised: What is the impact on the number of students failing the CLAST in light of the implementation of the alternatives? One could speculate that if the CLAST and the GPA share common variation as indicators of readiness, the numbers of students failing the CLAST should not be affected to a great extent. That is, well-prepared students should gain an exemption, whereas the lesser-prepared students should fail to earn 2.5 GPAs and be required to take the CLAST. Therefore, tracking the number of students failing the CLAST should provide an indication of the extent to which unprepared individuals for upper-division study are being identified in light of the alternative mechanisms.

There are two parts to this section of the report: Part 2a contains mean scores, percent passing rates, and numbers of students failing the subtests of first-time CLAST examinees for all public institutions, state universities, and community colleges. Part 2b contains mean scores and percent passing rates for racial/ethnic groups.

PART 2a.

STATEWIDE PERFORMANCE of FIRST-TIME CLAST EXAMINEES by ALL PUBLIC INSTITUTIONS, STATE UNIVERSITIES, and COMMUNITY COLLEGES

Performance of First-Time CLAST Examinees: All Public Institutions

According to the report, *CLAST: Statewide and Institutional Report of Results: AY 1994-95 through AY 1996-97*, 48,048 postsecondary students took the CLAST in AY 1994-95 (See Table 2.1B), while 38,333 took all subtests in AY 1995-96 (See Table 2.1A), and 17,694 took all subtests in AY 1996-97 (See Table 2.1A). Thus, there was a 63.2% reduction in the number of students taking all subtests of the CLAST in the 3-year span from AY 1994-95 through AY 1996-97. Among the respective subtests, there were also marked declines over the same time period with a 57.5% reduction in students taking the Essay subtest, a 57.5% reduction in students taking the English Language Skills subtest, a 57.2% reduction in students taking the Reading subtest, and a 45.5% reduction in the number of students taking the Mathematics subtest. One can note that there were more students taking the Mathematics subtest than any of the three communication subtests in AY 1996-97. Thus, after the implementation of the rule, more students appeared to qualify for exemptions in the communication areas than in the mathematics area. The mean scores, percent passing rates, and subtest failing rates of all students attending public institutions in Florida in 1996-97 are presented below (See Figure 2.1 and Table 2.2).

Essay

The mean score of the 20,411 students taking the Essay subtest of the CLAST in AY 1996-97 was 6.9, well below-the baseline average of 7.4 established in October of 1991 (See Table 2.1A). The percent passing rate was 80%, down from 86% in AY 1995-95, and 87% in AY 1994-95 (See Tables 2.1A-B). Thus, the decline in the average performance and in the passing rate of the Essay subtest paralleled the degree to which alternative mechanisms were used to demonstrate competency in writing. However, the numbers of students failing the Essay subtest (See Table 2.2) also declined from 6,246 in AY 1994-95 to 4,082 in AY 1996-97, a 35% decrease. This sudden downward trend in the number of students failing the Essay subtest was preceded by a 3-year trend in which there was a gradual yearly increase in the number of students failing this subtest.

English Language Skills

Of the 20,441 students who took the English Language Skills subtest in AY 1996-97, 70% earned a passing score or higher. The mean score was 311, still well above the baseline set in October 1, 1991. Over the 3-year span from AY 1994-95 through AY 1996-97, the mean scores declined from 319 in AY 1994-95, to 315 in AY 1995-96, to 311 in AY 1996-97. The percentage of students passing the English Language Skills subtest declined from 78%, to 76%, to 70% over the same 3-year time span. The downward trend in the passing rate reflects the decline in the number of students taking the CLAST. However, the number of students failing this subtest also declined from 10,571 in AY 1994-95 to 6,132 in AY 1996-97, a 42% decrease. This decline was preceded by a 3-year trend in which there was an increase in the number of students failing the English Language Skills subtest.

Reading

Of the 20,578 students who took the Reading subtest in AY 1996-97, 71% earned passing scores. The mean score was 310. Over the 3-year span from AY 1994-95 through AY 1996-97, mean scores declined from 317 in AY 1994-95, to 316 in AY 1995-96, to 310 in AY 1996-97. Over the same time period, the percent passing rates declined from 83%, to 79%, to 71%, respectively. The number of students failing this subtest was 5,968, down from 8,168 in AY 1994-95, a 27% decrease. Prior to AY 1994-95, there was gradual decrease each year in the number of students failing the Reading subtest.

Mathematics

Of the 26,178 students who took the Mathematics subtest in AY 1996-97, 60% earned passing scores; the mean score was 303. Over the time span from AY 1994-95 through AY 1996-97, the mean scores declined from 313 in AY 1994-95, to 311 in AY 1995-95, to 303 in AY 1996-97. The percent passing rates likewise declined over the same 3-year time span from 74%, to 68%, to 60%, respectively. The number of students failing the Mathematics subtest in AY 1996-97 was 10,471, a 16% decline from AY 1994-95. Prior to 1994-95, the number of students failing the Mathematics subtest was fairly stable after AY 1992-93, the year the minimum passing score was raised from 290 to 295.

All Subtests Combined

The percentage of students passing all four subtests in AY 1996-97 was 40%, compared to 52% in AY 1995-96, and 56% in AY 1994-95, the year before alternative mechanisms were made available. The decline in the passing rate, as with the subtests, coincided with the decline in the numbers of students taking the CLAST. Prior to the implementation of alternatives, the passing rate for all subtests combined held fairly stable between 56% and 57% from AY 1992-93 through AY 1994-95 (See Table 2.1B). Among those who took all four subtests, the number of students failing at least one of the subtests was 10,616 in AY 1996-97, down from 21,141 in AY 1994-95, a 50% decrease. Prior to and including AY 1994-95, there was a gradual increase each year in the number of students failing at least one of the four subtests.

Table 2.1A

Mean Scores and Percent Passing of First-Time CLAST Examinees, AY 1995-96 Through AY 1996-97:

All Public Institutions

Subtest Area	**1995-96**			**1996-97**		
	Mean Score	Percent Passing	n[a]	Mean Score	Percent Passing	n[a]
Essay	7.3[b]	86	39,155	6.9	80	20,411
English Language Skills	315[c]	76	39,178	311	70	20,441
Reading	316[c]	79	39,191	310	71	20,578
Mathematics	311[c]	68	40,231	303	60	26,178
All Subtests Combined		**52**	38,333		**40**	**17,694**

Note. Some students may exempt all or parts of the CLAST, effective January 1, 1996

[a] Number of students taking each subtest

[b] Baseline average = 7.4, SD = 1.8 (as of October 1, 1991)

[c] Baseline average = 300, SD = 30 (as of October 1, 1991)

Table 2.1B

Mean Scores and Percent Passing of First-Time CLAST Examinees, AY 1991-92 Through 1994-95: **All Public Institutions**

Subtest Area	1991-92 (n = 45,308)		1992-93 (n = 44,174)		1993-94 (n = 46,539)		1994-95 (n = 48,048)	
	Mean Score	Percent Passing	Mean Score	Percent Passing	Mean Score	Percent Passing	Mean Score	Percent Passing
Essay	7.4[a]	93	7.6[b]	88	7.4	87	7.4	87
English Language Skills	319[c]	79	320	80	319	80	319	78
Reading	313[c]	77	316	78	314	80	317	83
Mathematics	310[c]	79	312[d]	72	314	75	313	74
All Subtests Combined		**59**		**56**		**57**		**56**

[a] Baseline average = 7.4, SD = 1.8 (as of October 1, 1991)

[b] Passing score raised on Essay test from 5 to 6 (as of October 1, 1992)

[c] Baseline average = 300, SD = 30 (as of October 1, 1991)

[d] Passing score raised on Mathematics test from 290 to 295 (as of October 1, 1992)

Table 2.2

Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1991-92 Through 1996-97: **All Public Institutions**

Subtest Area	1991-92	1992-93	1993-94	1994-95	1995-96[a]	1996-97
Essay	**3172** (45,438)[c]	**5301[b]** (44,299)	**6050** (46,783)	**6246** (48,367)	**5482** (39,155)	**4082** (20,411)
English Language Skills	**9515** (45,483)	**8835** (44,315)	**9308** (46,803)	**10,571** (48,379)	**9403** (39,178)	**6132** (20,441)
Reading	**10,420** (45,479)	**9718** (44,308)	**9308** (46,800)	**8168** (48,362)	**8230** (39,191)	**5968** (20,578)
Mathematics	**9515** (45,439)	**12,369[d]** (44,269)	**11,635** (46,682)	**12,492** (48,262)	**12,874** (40,231)	**10,471** (26,178)
All Subtests Combined	**18,576[e]** (45,308)	**19,437** (44,174)	**20,012** (46,539)	**21,141** (48,048)	**18,340** (38,333)	**10,616** (17,694)

[a] Some students may exempt parts or all of the CLAST, effective January 1, 1996

[b] Passing score raised on Essay test from 5 to 6 (as of October 1, 1991)

[c] Number of students taking subtest

[d] Passing score raised on Mathematics test from 290 to 295 (as of October 1, 1992)

[e] Number of students failing to pass all four subtests

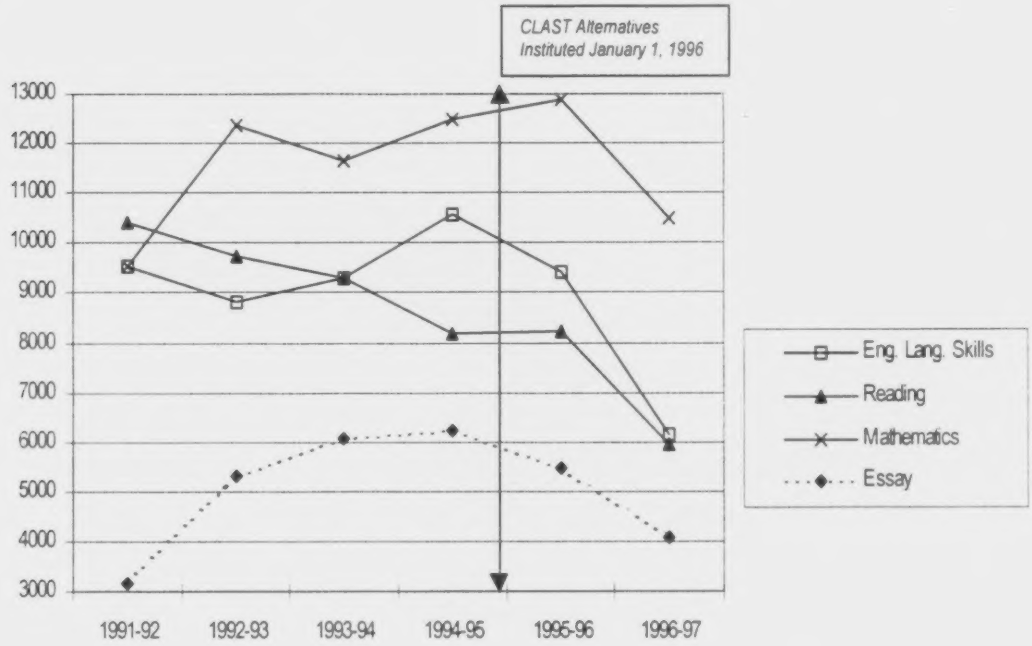


**Figure 2.1.. Numbers of First-Time CLAST Examinees Failing Subtests,
AY 1991-92 Through AY 1996-97:
All Public Institutions**

Note. The numbers of students taking each subtest are reported above in Table 2.2

Performance of First-Time CLAST Examinees: State Universities

The impact of changes to Section 240.107 (9)(c) F.S. became evident in AY 1996-97. The number of students enrolled in the state universities who took the CLAST examination declined dramatically between AY 1994-95 through AY 1996-97 (See Tables 2.3A-B). In AY 1994-95, 20,475 students took all areas of the CLAST, but 2 years later in AY 1996-97, only 8,768 took the Essay subtest, 8,800 the English Language Skills subtest, 8,818 the Reading subtest, and 11,375 the Mathematics subtest. In terms of percentage reduction of those taking the CLAST, there were declines of 57.2% in Essay, 57.0% in English Language Skills, 56.9% in Reading, 44.4% in Mathematics, and 63.5% in all subtests combined. With the number of students taking the Mathematics subtest considerably greater than the communication subtests, one could surmise that university students were more likely to qualify for exemptions to the communication subtests than to the Mathematics subtest.

The average performances and passing rates of state university students taking the CLAST for the first time in AY 1996-97 are presented below along with performances from AY 1991-92 through AY 1996-97. The numbers of students failing the subtests from AY 1991-92 through AY 1996-97 are also presented (See Table 2.4 and Figure 2.2). The performances for the two years spanning the implementation of the alternatives from AY 1995-96 through AY 1996-97 are highlighted.

Essay

The mean score (M = 7.1) of state university students on this subtest of the CLAST in AY 1996-97 was somewhat below the norm (M = 7.4) established in 1982, and considerably below the mean score of the preceding year, AY 1995-96 (M = 7.6). This drop parallels the precipitous decline in numbers of students taking the Essay subtest from 18,269 in AY 1995-96 to only 8,768 in AY 1996-97. The performance of university students on the Essay subtest was virtually stable from AY 1991-92 through AY 1995-96. The percentage of students passing the Essay subtest from AY 1994-95 through AY 1996-97 was 89% in AY 1994-95, 89% in AY 1995-96, and 82% in AY 1996-97, again, a dramatic decrease in the passing rate from AY 1995-96 to AY 1996-97. The number of university students failing the Essay subtest was down to 1,578 in AY 1996-97 from 2,252 in AY 1994-95, a 30% decrease.

English Language Skills

While the mean score (M = 314) of the state university students on this subtest in AY 1996-97 was above the norm (M = 300), the average score dropped from a mean score of 324 in AY 1994-95, to 319 in AY 1995-96, to 314 in AY 1996-97 as alternative mechanisms to demonstrate mastery were employed. The passing rates demonstrated a corresponding decline from 83% in AY 1994-95, to 82% in AY 1995-96, to 74% in AY 1996-97. The number of university students failing the English Language Skills subtest in AY 1996-97 was 2,288, a decline from 3,481 in AY 1994-95, a 34% decrease.

Reading

The mean score on the Reading subtest in AY 1996-97 was 313 while the passing rate was 75%. As with the other communication skills subtests, reading performance also declined as the alternative mechanisms were implemented. In AY 1994-95, the mean score on the Reading subtest was 322; in AY 1995-96, 320; and in AY 1996-97, 313. Thus, even with the availability of alternative mechanisms, the average performances are still above the norm. The passing rates declined from 88% in AY 1994-95, to 84% in AY 1995-96, to 75% in AY 1996-97. The number of university students failing the Reading subtest in AY 1996-97 was 2,205, down from 2,457 in AY 1994-95, a decrease of 10%.

Mathematics

Of the 11,375 university students who took the Mathematics subtest in AY 1996-97, 64% earned passing scores. The mean performance was 307, still somewhat above the norm. From AY 1994-95 through AY 1996-97, the mean score declined from 318 in AY 1994-95, to 317 in AY 1995-96, to 307 in AY 1996-97. This decline paralleled the implementation of the alternative means to pass the CLAST beginning in January 1996. The percentage of students passing the Mathematics subtest also declined over the period with 79% passing in AY 1994-95, 73% passing in AY 1995-96, and 64% passing in AY 1996-97. The number of university students failing the Mathematics subtest in AY 1995-96 was 5,009, and in AY 1996-97 it was 4,095, a decrease of 18%.

All Subtests Combined

Of the 7,459 students who took all four subtests in AY 1996-97, 44% passed all four. Over the 3-year span from AY 1994-95 through AY 1996-97, there was a decline in the passing rate from 64% in AY 1994-95, to 60% in AY 1995-96, to 44% in AY 1996-97. The number of university students failing at least one of the subtests in AY 1996-97 was 4,177, down from 7,371 in AY 1994-95, a 43% decrease. Prior to the implementation of the alternatives in AY 1995-96, there was a gradual increase each year in the numbers of university students failing at least one subtest of the CLAST.

Table 2.3A

Mean Scores and Percent Passing of First-Time CLAST Examinees, AY 1995-96 Through AY 1996-97:

State Universities

Subtest Area	1995-96			1996-97		
	Mean Score	Percent Passing	n[a]	Mean Score	Percent Passing	n[a]
Essay	7.6[b]	89	18,269	7.1	82	8768
English Language Skills	319[c]	82	18,284	314	74	8800
Reading	320[c]	84	18,295	313	75	8818
Mathematics	317[c]	73	18,551	307	64	11,375
All Subtests Combined		**60**	18,058		**44**	**7,459**

Note. Some students may exempt all or parts of the CLAST, effective January 1, 1996

[a] Number of students taking each subtest

[b] Baseline average = 7.4, SD = 1.8 (as of October 1, 1991)

[c] Baseline average = 300, SD = 30 (as of October 1, 1991)

Table 2.3B

Mean Scores and Percent Passing of First-Time CLAST Examinees, AY 1991-92 Through 1994-95:

State Universities

Subtest Area	1991-92 (n = 15,909)		1992-93 (n = 17,329)		1993-94 (n = 18,865)		1994-95 (n = 20,475)	
	Mean Score	Percent Passing	Mean Score	Percent Passing	Mean Score	Percent Passing	Mean Score	Percent Passing
Essay	7.7[a]	94	7.9[b]	91	7.7	90	7.6	89
English Language Skills	326[c]	85	326	86	325	86	324	83
Reading	319[c]	83	321	83	318	86	322	88
Mathematics	316[c]	84	318[d]	79	319	80	318	79
All Subtests Combined		**68**		**64**		**65**		**64**

[a] Baseline average = 7.4, SD = 1.8 (as of October 1, 1991)

[b] Passing score raised on Essay test from 5 to 6 (as of October 1, 1992)

[c] Baseline average = 300, SD = 30 (as of October 1, 1991)

[d] Passing score raised on Mathematics test from 290 to 295 (as of October 1, 1992)

Table 2.4
Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1991-92 Through 1996-97: **State Universities**

Subtest Area	1991-92	1992-93	1993-94	1994-95	1995-96[a]	1996-97
Essay	**955** (15,909)[c]	**1560**[b] (17,329)	**1887** (18,865)	**2252** (20,475)	**2010** (18,269)	**1578** (8,768)
English Language Skills	**2386** (15,917)	**2426** (17,332)	**2641** (18,874)	**3481** (20,464)	**3291** (18,284)	**2288** (8,800)
Reading	**2705** (15,915)	**2946** (17,324)	**2641** (18,875)	**2457** (20,457)	**2927** (18,295)	**2205** (8,818)
Mathematics	**2545** (15,901)	**3639**[d] (17,317)	**3773** (18,861)	**4300** (20,440)	**5009** (18,551)	**4095** (11,375)
All Subtests Combined	**5091**[e] (15,843)	**6238** (17,278)	**6603** (18,816)	**7371** (20,388)	**7223** (18,058)	**4177** (7,459)

[a] Some students may exempt parts or all of the CLAST, effective January 1, 1996

[b] Passing score raised on Essay test from 5 to 6 (as of October 1, 1991)

[c] Number of students taking subtest

[d] Passing score raised on Mathematics test from 290 to 295 (as of October 1, 1992)

[e] Number of students failing to pass all four subtests

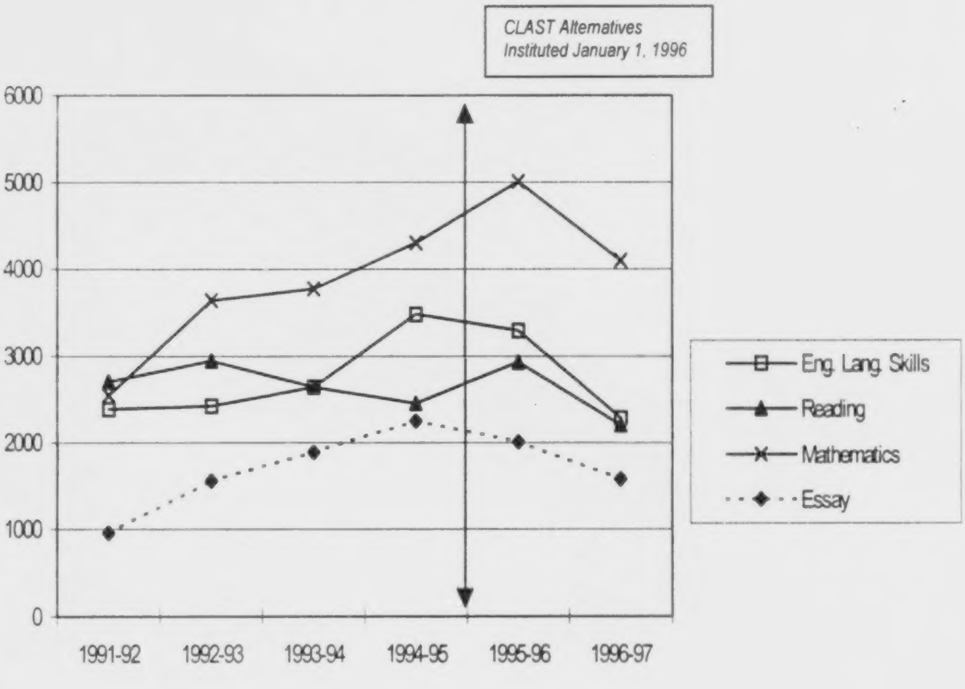


Figure 2.2. Numbers of First-Time CLAST Examinees Failing Subtests, AY 1991-92 Through AY 1996-97: State Universities

Note. The numbers of students taking each subtest are reported above in Table 2.4

Performance of First-Time CLAST Examinees: Community Colleges

As with the university students, there was a dramatic decline in the number of students taking the CLAST in AY 1996-97. Through the 2-year time span covering the implementation of the alternative mechanisms for demonstrating competency of college-level academic skills, the number of students taking all four subtests in AY 1994-95 was 27,892; in AY 1995-96, 20,275; and in AY 1996-97, 10,235. In AY 1996-97, 11,643 took the Essay subtest; 11,641 took the English Language Skills subtest; 11,760 took the Reading subtest; and 14,803 took the Mathematics subtest (See Tables 2.3A-B). In terms of percentage of reductions of community college students taking the CLAST from AY 1994-95 to AY 1996-97, there were declines of 58.3% in Essay, 58.2% in English Language Skills, 57.8% in Reading, 46.9% in Mathematics, and 63.3% in all subtests combined. Because more students took the Mathematics subtest, it seems probable that more exemptions were used for the communication subtests. Average performances and percent passing rates on the subtests and all subtests combined are presented below from AY 1991-92 through AY 1996-97 (See Table 2.5A-B). Trends over the 2 years of implementation of the alternatives from AY 1995-96 through AY 1996-97 are highlighted. The numbers of community college students from AY 1991-92 through AY 1996-97 who failed the individual subtests and those who took all parts but failed at least one of the parts are presented in Table 2.6. Data from Table 2.6 are displayed in Figure 2.3 to highlight trends over the time span from AY 1991-92 through AY 1996-97.

Essay

The mean score of 6.8 on the Essay subtest in AY 1996-97 was considerably below the norm of 7.4 set on October 1, 1991. The mean score also declined from 7.2 in AY 1994-95, to 7.0 in AY 1995-96, to 6.8 in AY 1996-97. The mean performance in AY 1996-97 was barely above the required minimum score of 6 to pass. The percentage of students passing the Essay subtest in AY 1996-97 was 78%. Thus, while the mean score was barely above passing, a sizable majority was still able to surpass the required minimum score. Over the 3-year time span from AY 1994-95 through AY 1996-97, the passing rate declined from 85% in AY 1994-95, to 84% in AY 1995-96, to 78% in AY 1996-97. The number of community college students who failed the Essay subtest in AY 1996-97 was 2,561, a decline from 4,184 in AY 1994-95, a 39% decrease. This downturn followed an overall increase in the number of students failing this subtest from AY 1992-93 through AY 1994-95.

English Language Skills

While the average performance in English Language Skills in AY 1996-97 was 308, still above the norm of 300, there were declines over the 3 years from AY 1994-95 through AY 1996-97. Mean scores declined from 315 in AY 1994-95, to 311 in AY 1995-96, to 308 in AY 1996-97. The percentage of community college students passing this subtest was 67%, down from 74% in AY 1994-95, and 70% in AY 1995-96. These declines paralleled the decrease in numbers of students taking the subtest. The number of students who failed the English Language Skills subtest in AY 1996-97 was 3,842, down from 7,252 in AY 1994-95, a decrease of 47%. This rapid decline in the numbers of students failing the English Language Skills subtest followed an increase in the numbers of community college students failing this subtest from AY 1992-93 through AY 1994-95.

Reading

The average score on the Reading subtest in AY 1996-97 was 307, again above the norm of 300. However, the mean scores declined from 314 in AY 1994-95, to 312 in AY 1995-96, to 307 in AY 1996-97. The percentage of students passing the subtest was 68%, down form 79% in AY 1994-95 and 75% in AY 1996-97. The number of community college students who failed the Reading subtest in AY 1996-97 was 3,763, a decline from 5,857 in AY 1994-95, a percentage decrease of 36%. This decline was preceded by a gradual yearly decline from AY 1991-92 through AY 1994-95, an overall decrease of 27% over the 4-year span.

Mathematics

The mean score on the Mathematics subtest in AY 1996-97 was 301, almost at the norm. This level of performance was down from 309 in AY 1994-95 and 306 in AY 1995-96. The percentage of community college students passing the Mathematics subtest in AY 1996-97 was 57%, down from 70% in AY 1994-95 and 63% in AY 1995-96. Again, these downward trends in performance on the Mathematics subtest reflect the decline in the numbers of students taking the subtest. The number of community college students who failed the Mathematics subtest in AY 1996-97 was 6,365, down from 8,368 in AY 1994-95, a 24% decrease. From AY 1992-93 through AY 1994-95, the number of students failing this subtest could be considered as mostly stable.

All Subtests Combined

Of the 10,235 students who took all four subtests, 38% passed all four. Over the 3-year span from AY 1994-95 through AY 1996-97, the percentage of students passing all four subtests the first time declined from 50% in AY 1994-95, to 45% in AY 1995-96, to 38% in AY 1996-97. Thus, the availability of alternative mechanisms to exempt parts or all of the CLAST exerted a major impact on the passing rate of all subtests combined. The number of community college students who took all subtests, but failed at least one of the subtests was 6,346, down from 13,976 in AY 1996-97, a 54% decrease. From AY 1992-93 through AY 1994-95, there was a gradual yearly increase in the number of students who failed at least one of four subtests.

Table 2.5A

Mean Scores and Percent Passing of First-Time CLAST Examinees, AY 1995-96 Through AY 1996-97:

Community Colleges

Subtest Area	1995-96			1996-97		
	Mean Score	Percent Passing	n[a]	Mean Score	Percent Passing	n[a]
Essay	7.0[b]	84	20,886	6.8	78	11,643
English Language Skills	311[c]	70	20,894	308	67	11,641
Reading	312[c]	75	20,896	307	68	11,760
Mathematics	306[c]	63	21,680	301	57	14,803
All Subtests Combined		**45**	20,275		**38**	**10,235**

Note. Some students may exempt all or parts of the CLAST, effective January 1, 1996

[a] Number of students taking each subtest

[b] Baseline average = 7.4, SD = 1.8 (as of October 1, 1991)

[c] Baseline average = 300, SD = 30 (as of October 1, 1991)

Table 2.5B

Mean Scores and Percent Passing of First-Time CLAST Examinees, AY 1991-92 Through 1994-95: **Community Colleges**

Subtest Area	1991-92 (n = 29,529)		1992-93 (n = 26,970)		1993-94 (n = 27,918)		1994-95 (n = 27,892)	
	Mean Score	Percent Passing	Mean Score	Percent Passing	Mean Score	Percent Passing	Mean Score	Percent Passing
Essay	7.2[a]	92	7.4[b]	87	7.2	85	7.2	85
English Language Skills	315[c]	76	316	76	315	75	315	74
Reading	310[c]	73	313	74	311	76	314	79
Mathematics	307[c]	75	308[d]	69	310	71	309	70
All Subtests Combined		**53**		**50**		**51**		**50**

[a] Baseline average = 7.4, SD = 1.8 (as of October 1, 1991)

[b] Passing score raised on Essay test from 5 to 6 (as of October 1, 1992)

[c] Baseline average = 300, SD = 30 (as of October 1, 1991)

[d] Passing score raised on Mathematics test from 290 to 295 (as of October 1, 1992)

Table 2.6

Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1991-92 Through 1996-97: **Community Colleges**

Subtest Area	1991-92	1992-93	1993-94	1994-95	1995-96[a]	1996-97
Essay	**2362** (29,529)[c]	**3506**[b] (26,970)	**4188** (27,918)	**4184** (27,892)	**3342** (20,866)	**2561** (11,643)
English Language Skills	**7087** (29,566)	**6473** (26,983)	**6980** (27,929)	**7252** (27,915)	**6268** (20,894)	**3842** (11,641)
Reading	**7973** (29,564)	**7012** (26,984)	**6700** (27,925)	**5857** (27,905)	**5224** (20,896)	**3763** (11,760)
Mathematics	**7382** (29,538)	**8361**[d] (26,952)	**8096** (27,821)	**8368** (27,822)	**8022** (21,680)	**6365** (14,803)
All Subtests Combined	**13,879**[e] (29,465)	**13,485** (26,896)	**13,680** (27,723)	**13,946** (27,660)	**11,151** (20,275)	**6346** (10,235)

[a] Some students may exempt parts or all of the CLAST, effective January 1, 1996

[b] Passing score raised on Essay test from 5 to 6 (as of October 1, 1991)

[c] Number of students taking subtest

[d] Passing score raised on Mathematics test from 290 to 295 (as of October 1, 1992)

[e] Number of students failing to pass all four subtests

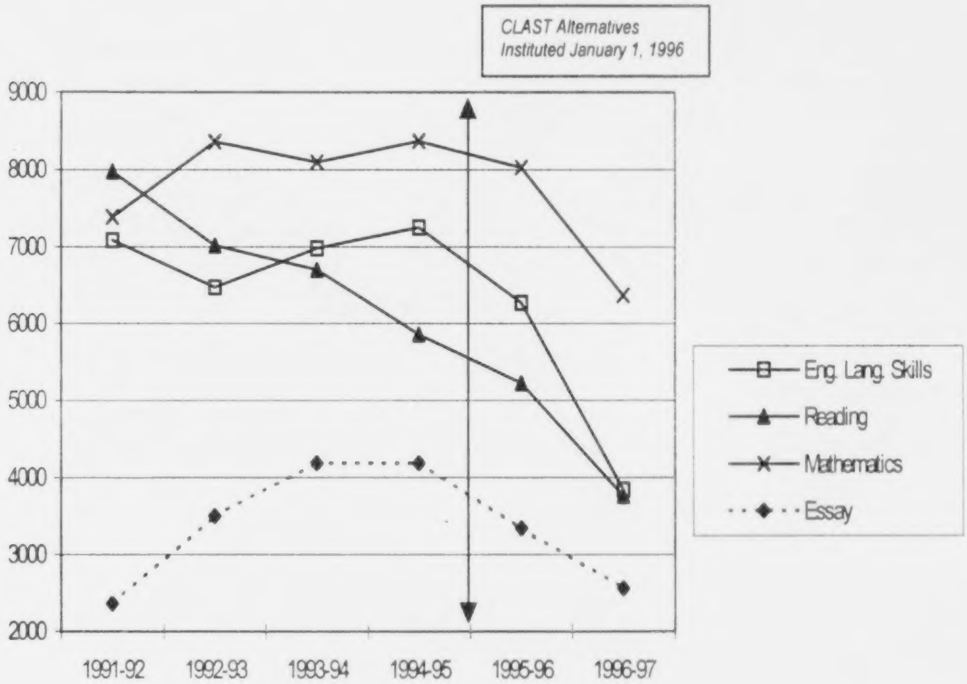


Figure 2.3. Numbers of First-Time CLAST Examinees Failing Subtests, AY 1991-92 Through AY 1996-97: Community Colleges

Note. The numbers of students taking each subtest are reported above in Table 2.6

Discussion and Observations

The first notable observation is that revisions to Section 240.107 (9)(c), F.S., effective January 1, 1996, have been successfully implemented and that students attending both the state universities and the community colleges have taken advantage of the opportunity to exempt parts or all of the CLAST in AY 1996-97. There are striking similarities in both systems in the percentage declines in the numbers of students taking parts or all of the CLAST. In both the state universities and the community colleges, there were declines of 56-58% in the numbers of students taking the three areas of communications, 44-47% in Mathematics, and 64-66% in all subtests combined. If one of the intents of the revisions was to reduce the number of required tests taken by students in Florida, this desired outcome has been achieved.

There were differences between the numbers of students taking the communication subtests and the Mathematics subtest in AY 1996-97. Statewide, approximately 20,500 took each of the Essay, English Language Skills, and Reading subtests, whereas 26,178 students took the Mathematics subtest. One possible explanation accounting for this discrepancy is that for many students, it is more difficult to earn a 2.5 GPA in two mathematics courses than a 2.5 GPA in two English courses. This explanation is supported by other observations in this report regarding readiness for college in reading, writing, and mathematics skills (Part 1), the number of students taking parts or all of the CLAST after 60 credit hours of college-level courses in the community colleges (Part 3), and the relative use of waivers in communication and Mathematics subtests to exempt the CLAST (Part 4). The attainment of mathematics skills presents for many college students a challenging and formidable degree requirement.

Because of the statute change pertaining to the use of the CLAST and the alternatives to demonstrate preparedness for upper division coursework, it is extremely problematic to draw conclusions regarding trends in student achievement of college-level communication and mathematics skills. All that can be justifiably deduced is that there are fewer students taking the CLAST (ostensibly because of the availability of exemptions), and that those students who took the entire test or its subtests in AY 1996-97 performed at a lower level of achievement according to mean scores, passing rates, and frequencies of failures. However, to assess whether minimum standards in communication and mathematics skills have been maintained in light of the availability of the alternatives, the following are needed:

- time to establish new baseline trends
- research studies investigating the concordance among the CLAST, SAT, ACT, and GPA in designated communication and mathematics courses
- research studies investigating the reliability of the 2.5 GPA as a measure of achievement, and whether the 2.5 GPA in English and mathematics courses represents comparable levels of achievement among all institutions
- additional data pertaining to the frequency of the use of the alternatives among all public institutions

Unfortunately, until such information has been obtained, statements about the maintenance of standards of achievement or the extent to which educational processes and outcomes have improved in Florida cannot be made with confidence.

PART 2b.

STATEWIDE PERFORMANCE of FIRST-TIME CLAST EXAMINEES by RACIAL/ETHNIC GROUP

One "snapshot" of student achievement by racial/ethnic groups is their respective performances on the college placement tests as they enter postsecondary education seeking the associate in arts degree or baccalaureate degree in community colleges and universities. Upon entering community colleges and universities in AY 1996-97, 72.0% of white, 38.8% of black, and 46.7% of Hispanic degree-seeking students passed all three subtests of the CPT or an approved alternative placement test (See Part 1). Thus, considerable disparity exists between the majority population and the minority groups in terms of preparedness for college-level work.

This section concerns racial/ethnic performances for those taking the CLAST for the first time as well as trends for the 5-year period beginning in AY 1992-93. The subtest scores and passing rates of the CLAST for first-time examinees present a second "snapshot" of the achievement of students *en route* to the associate in arts or baccalaureate degree.

White First-Time Examinees

As presented in Table 2.7A, there were precipitous declines in the numbers of students taking the subtests, with a 52% decrease in the communication subtests, 38% in the Mathematics subtest, and 57% in all subtests combined from AY 1995-96 to AY 1996-97, apparently due to the availability of the alternative mechanisms to demonstrate competency. There was also an anticipated decrease in both the mean scores and in the percentage of white students passing the respective subtests and all subtests combined. The percent passing rates declined 4% in the Essay subtest, 3% in English Language Skills, 5% in Reading, 7% in Mathematics, and 10% in all subtests combined. Ostensibly, the better-prepared students were able to earn 2.5 GPAs in English and mathematics courses, and thus were able to secure exemptions to the CLAST. Prior to implementation of the alternatives in AY 1995-96, from AY 1992-93 through AY 1994-95, mean performances and percent passing rates were stable (See Table 2.7B). From AY 1994-95 to AY 1996-97, the 2 years spanning the implementation of the alternatives, the declines in percent passing were 3% in Essay, 6% in English Language Skills, 5% in Reading, 12% in Mathematics, and 14% in all subtests combined.

Table 2.7A

Mean Scores and Percent Passing of White First-Time CLAST Examinees,
AY 1995-96 Through AY 1996-97

Subtest Area	**1995-96**			**1996-97**		
	Mean Score	Percent Passing	n[a]	Mean Score	Percent Passing	n[a]
Essay	7.7[b]	93	25,781	7.4	89	12,447
English Language Skills	324[c]	82	25,788	317	79	12,459
Reading	322[c]	87	25,799	318	82	12,537
Mathematics	316[c]	75	26,548	308	68	16,534
All Subtests Combined		**61**	**25,249**		**51**	**10,850**

Note. Some students may exempt all or parts of the CLAST, effective January 1, 1996

[a] Number of students taking each subtest

[b] Baseline average = 7.4, SD = 1.8 (as of October 1, 1991)

[c] Baseline average = 300, SD = 30 (as of October 1, 1991)

Table 2.7B

Mean Scores and Percent Passing of White First-Time CLAST Examinees,
AY 1991-92 Through AY 1994-95

Subtest Area	**1991-92** (n = 32,873)		**1992-93** (n = 30,881)		**1993-94** (n = 32,343)		**1994-95** (n = 33,016)	
	Mean Score	Percent Passing	Mean Score	Percent Passing	Mean Score	Percent Passing	Mean Score	Percent Passing
Essay	7.7[a]	96	7.9[b]	93	7.7	92	7.7	92
English Language Skills	324[c]	85	325	87	324	85	324	85
Reading	318[c]	83	322	85	319	87	322	89
Mathematics	313[c]	83	316[d]	78	318	80	317	80
All Subtests Combined		**66**		**64**		**65**		**65**

[a] Baseline average = 7.4, SD = 1.8 (as of October 1, 1991)

[b] Passing score raised on Essay test from 5 to 6 (as of October 1, 1992)

[c] Baseline average = 300, SD = 30 (as of October 1, 1991)

[d] Passing score raised on Math test from 290 to 295 (as of October 1, 1992)

Black First-Time Examinees

The percentage of declines in the numbers of black students taking the CLAST in AY 1996-97 from AY 1995-96 were 35% in the communication subtests, 24% in Mathematics, and 42% in all subtests combined (See Table 2.8A). In addition to the decline in mean scores, the percentage of students passing the subtests and all subtests combined also decreased 8% in Essay, 5% in English Language Skills, 9% in Reading, 8% in Mathematics, and 10% in all subtests combined. The mean scores and passing rates between AY 1992-93 through AY 1994-95 were stable except for Reading, in which there was an appreciable increase over the time period: 51% passing in AY 1992-93 to 64% passing in AY 1994-95 (See Table 2.8B). The declines in the percentage of black students passing the CLAST from AY 1994-95 to AY 1996-97 were 10% in Essay, 8% in English Language Skills, 18% in Reading, 16% in Mathematics, and 15% in all subtests combined.

Table 2.8A
Mean Scores and Percent Passing of Black First-Time CLAST Examinees,
AY 1995-96 Through AY 1996-97

Subtest Area	**1995-96**			**1996-97**		
	Mean Score	Percent Passing	n[a]	Mean Score	Percent Passing	n[a]
Essay	6.4[b]	71	4,564	6.1	63	2,947
English Language Skills	300[c]	55	4,569	296	50	2,959
Reading	298[c]	55	4,568	292	46	2,968
Mathematics	292[c]	41	4,654	286	33	3,520
All Subtests Combined		**25**	**4,437**		**15**	**2,563**

Note Some students may exempt all or parts of the CLAST, effective January 1, 1996
[a] Number of students taking each subtest
[b] Baseline average = 7.4, SD = 1.8 (as of October 1, 1991)
[c] Baseline average = 300, SD = 30 (as of October 1, 1991)

Table 2.8B
Mean Scores and Percent Passing of Black First-Time CLAST Examinees,
AY 1991-92 Through AY 1994-95

Subtest Area	**1991-92** (n = 4,607)		**1992-93** (n = 5,042)		**1993-94** (n = 5,232)		**1994-95** (n = 5,496)	
	Mean Score	Percent Passing	Mean Score	Percent Passing	Mean Score	Percent Passing	Mean Score	Percent Passing
Essay	6.5[a]	84	6.8[b]	76	6.6	74	6.5	73
English Language Skills	303[c]	60	303	59	304	61	303	58
Reading	297[c]	51	300	54	298	58	303	64
Mathematics	294[c]	56	295[d]	48	296	51	295	49
All Subtests Combined		**31**		**28**		**30**		**30**

[a] Baseline average = 7.4, SD = 1.8 (as of October 1, 1991)
[b] Passing score raised on Essay test from 5 to 6 (as of October 1, 1992)
[c] Baseline average = 300, SD = 30 (as of October 1, 1991)
[d] Passing score raised on Math test from 290 to 295 (as of October 1, 1992)

Hispanic First-Time Examinees

As with the white and black populations, there was an appreciable decline in the numbers of Hispanic students taking the CLAST in AY 1996-97 as compared to AY 1995-96 (See Table 2.9A). There was a 43% decrease in the numbers of Hispanic students taking the communication subtests, 28% in Mathematics, and 48% in all subtests combined. The mean scores and percent passing rates also declined. In one year, from AY 1995-96 to AY 1996-97, the percent passing rate in the Essay subtest declined 8%, in English Language Skills 5%, in Reading 10%, in Mathematics 4%, and in all subtests combined 10%. From AY 1992-93 through AY 1994-95, the 3 years preceding the implementation of alternatives, mean scores and percent passing rates were stable with the exception of the Reading subtest, in which there was a marked increase in AY 1994-95 of 6% (See Table 2.9B). Between AY 1994-95 and AY 1996-97, the percentage passing rates dropped 10% in the Essay subtest, 6% in English Language Skills, 15% in Reading, 12% in Mathematics, and 14% in all subtests combined.

Table 2.9A
Mean Scores and Percent Passing of Hispanic First-Time CLAST Examinees,
AY 1995-96 Through AY 1996-97

Subtest Area	**1995-96**			**1996-97**		
	Mean Score	Percent Passing	n[a]	Mean Score	Percent Passing	n[a]
Essay	6.7[b]	78	5,952	6.4	70	3,407
English Language Skills	307[c]	66	5,958	303	61	3,410
Reading	307[c]	68	5,958	300	58	3,424
Mathematics	301[c]	55	6,129	297	51	4,403
All Subtests Combined		**36**	**5,873**		**26**	**3,026**

Note. Some students may exempt all or parts of the CLAST, effective January 1, 1996

[a] Number of students taking each subtest

[b] Baseline average = 7.4, SD = 1.8 (as of October 1, 1991)

[c] Baseline average = 300, SD = 30 (as of October 1, 1991)

Table 2.9B
Mean Scores and Percent Passing of Hispanic First-Time CLAST Examinees,
AY 1991-92 Through AY 1994-95

Subtest Area	**1991-92** (n = 5,311)		**1992-93** (n = 5,558)		**1993-94** (n = 6,185)		**1994-95** (n = 6,650)	
	Mean Score	Percent Passing	Mean Score	Percent Passing	Mean Score	Percent Passing	Mean Score	Percent Passing
Essay	6.8[a]	87	7.0[b]	80	6.9	79	6.9	80
English Language Skills	308[c]	67	308	66	310	70	309	67
Reading	305[c]	65	307	66	304	68	309	73
Mathematics	303[c]	71	303[d]	61	305	63	304	63
All Subtests Combined		**44**		**39**		**40**		**40**

[a] Baseline average = 7.4, SD = 1.8 (as of October 1, 1991)

[b] Passing score raised on Essay test from 5 to 6 (as of October 1, 1992)

[c] Baseline average = 300, SD = 30 (as of October 1, 1991)

[d] Passing score raised on Math test from 290 to 295 (as of October 1, 1992)

Discussion and Observations

While all three racial/ethnic groups exercised the use of the alternative mechanisms to demonstrate competency, a greater proportion of whites appeared to qualify for exemptions as compared to black and Hispanic populations as evidenced by the magnitude of the declines in the number of students taking parts or all of the CLAST. More specifically, the percentage declines from AY 1995-96 to AY 1996-97 for whites, blacks, and Hispanics in the communication subtests were 52%, 35%, and 43%, respectively; in the Mathematics subtest 38%, 24%, and 28%, respectively; and in all subtests combined 57%, 42%, and 48%, respectively.

The impact of the declines in the numbers of students taking the CLAST on the mean scores and percent passing rates was fairly uniform across the racial/ethnic groups, with the mean scores and percent passing rates declining throughout, as would be anticipated. Those students qualifying for exemptions would also be expected to possess higher levels of college-level academic skills.

Securing an exemption in mathematics appears to be more difficult than securing an exemption in the communications skills. For all three racial/ethnic groups, there was a smaller decline from AY 1995-96 to AY 1996-97 in the numbers of students taking the Mathematics subtest as contrasted with the communication subtests.

PART 3.

PASSING RATES of COMMUNITY COLLEGE STUDENTS AFTER COMPLETING 60 or MORE HOURS of COLLEGE-LEVEL CREDIT

Postsecondary students attending public institutions in Florida are expected to demonstrate achievement of college-level academic skills in communications and mathematics to receive the associate in arts degree (if in community college) or to matriculate in upper division coursework (if a native student in a university). The purpose of Part 3 is to investigate the impact of completing 2 or more years of postsecondary instruction in community colleges on the attainment of college-level academic skills as measured by the CLAST. These data do not include students who chose to withdraw from community colleges prior to acquiring 60 credit hours.

For the purpose of the present study, passing rates are analyzed in terms of whether or not students took college preparatory courses at the community college (YES if they had, NO if they had not). Students are required to take college preparatory courses in areas in which they scored below the cutoff on an entry-level placement test prior to August 1, 1995, or the CPT after this date. As displayed in Table 1.3A, in AY 1996-97, 41.7% of entering FTIC degree-seeking freshmen in Florida's community colleges passed all three areas of the CPT or an approved alternative placement test. This means that 58.3% of these entering freshmen had to remediate deficiencies either in communication skills or in mathematics, or in both. Further, to enhance the learning of these college-level skills, all students must also meet "Gordon Rule" requirements, wherein they must take 6 credit hours of approved mathematics courses and 12 credit hours in writing. For monitoring trends in performance, the following data tables include passing rates for five academic years, AY 1992-93 through AY 1996-97. Passing rates are first presented for all community college students in Tables 3.1A-B, and then for three racial/ethnic groups in Tables 3.2A-B through 3.4A-B.

During the academic year 1995-96, Section 240.107 (9)(c), F.S. was implemented. This statute specifies that, effective January 1, 1996, students could exempt the CLAST communication skills subtests if he/she achieved a passing score on the CPT and achieved a cumulative GPA of 2.5 or above (on a 4.0 scale) in 6 hours of postsecondary-level coursework in English courses, as designated by the Postsecondary Planning Commission. Students could exempt the Mathematics subtest of the CLAST in the same manner by achieving a passing score on the CPT and earning at least a 2.5 GPA in 6 credit hours of designated mathematics courses. During AY 1996-97, the statute was revised, and the CPT requirement was eliminated. Thus, at the midpoint of AY 1995-96, students had alternative means to demonstrate competency in communications and in mathematics. Therefore, the numbers of students taking the CLAST, as well as the percent passing rates for AY 1995-96 and AY 1996-97, should be viewed in light of the statutory change. For this reason, each table is sectioned in two parts: part A includes data for AY 1995-96 and AY 1996-97, while part B includes data from AY 1992-93 through AY 1994-95, the 3 years prior to the implementation of the alternatives to the CLAST.

Passing Rates of All Community College Students

As pointed out above, the availability of the alternatives will likely have an appreciable effect on the number of individuals taking the CLAST and on the passing rates of the respective subtests. Table 3.1A presents the passing rates and numbers of native community college students taking the CLAST who have completed 60 or more credit hours are presented for AY 1995-96 and AY 1996-97. The same data are presented in Table 3.1B for the years AY 1992-93 through AY 1994-95, the 3 years prior to the implementation of the alternatives. The passing rates on the respective subtests are subdivided according to those students who were required to take college preparatory courses, designated YES in the tables, and those who passed all areas of the placement tests, designated as NO. Thus, the impact of the revisions in the statute can be observed for both students who were required to take college preparatory courses (YES) and those who were not required to take college preparatory courses (NO).

Essay

From AY 1995-96 to AY 1996-97, there was a decrease of 9,986 in the number of community college students taking the Essay subtest from 40,486 to 30,500, or a 24.7% decline in a single year (See Table 3.1A). There was also a slight decline in the percentage of students passing the Essay subtest. Of those who required college preparatory courses (YES), there was a decrease of 3.5% in percent passing from 86.9% in AY 1995-96 to 83.4% in AY 1996-97. Likewise, there was a slight decline of 1.9% from 95.9% in AY 1995-96 to 94.0% in AY 1996-97 for those students not required (NO) to take college preparatory courses. Further, in terms of relative proportions of YES and NO students taking the subtest, there was a slight decrease in the percentage of students who were required to take college preparatory courses from 50.5% in AY 1995-96 to 48.2% in AY 1996-97, and a slight increase in those not required to take college preparatory courses from 49.5% to 51.8%. As presented in Table 3.1B, the passing rates prior to the availability of the alternatives varied between 87.9% and 88.8% for those who were required to take college preparatory courses (YES), and between 96.1% and 96.6% for those who were not required (NO).

Mathematics

From AY 1995-96 to AY 1996-97, there was a decrease of 7,884 in the number of students taking the Mathematics subtest from 40,486 to 32,602, or 19.5% (See Table 3.1A). The decline in the number of students taking the Mathematics subtest was accompanied by a decline in the percent passing rate. For those students required to take college preparatory courses (YES), there was a drop of 4.9% in the percent passing rate from 71.0 % in AY 1995-96 to 66.1% in AY 1996-97. And for those students not required to take college preparatory courses (NO), there was a decline of 3.5% from 92.0% in AY 1995-96 to 88.5% in AY 1996-97. In terms of relative proportions of students taking the Mathematics subtest, there was a decrease in the percentage of those required to take college preparatory courses (YES) from 50.4% in AY 1995-96 to 48.1% in AY 1996-97, and an increase in those not required (NO) from 49.6% to 51.9%. In the 3 years prior to the implementation of the alternatives (See Table 3.1B), the passing rate in mathematics ranged from 73.8% to 76.3% for those required to take college preparatory courses (YES), and from 92.7% to 93.0% for those who were not required (NO).

Reading

In AY 1996-97, 9,552 fewer students took the Reading subtest than in AY 1995-96, a decrease from 40,125 to 30,573, or 23.8%. For those students who were required to take college preparatory courses (YES), there was a 4.2% decline in the percent passing rate from 80.2% in AY 1995-96 to 76.0% in AY 1996-97. There was also a decrease of 2.8% in the percent passing rate of those not required (NO) to take college preparatory courses from 94.5% to 91.7% in AY 1995-96 to AY 1996-97, respectively. In terms of the relative proportions of YES and NO students taking the Reading subtest, there was a decline from 50.5% in AY 1995-96 to 48.2% in AY 1996-97 for YES students, and an increase from 49.5% to 51.8% for NO students. In the 3 years prior to the implementation of the alternatives (See Table 3.1B), the percentage passing rates for students required to take college preparatory courses (YES) varied from 79.7% to 81.6%, while the percent passing varied from 94.0% to 95.1% for those who were not required (NO).

English Language Skills

There was a drop of 9,606 in the number of students taking the English Language Skills subtest from 40,123 in AY 1995-96 to 30,517 in AY 1996-97, or 23.9%. There was also a decline in the percent passing rates of both YES and NO groups. For students required to take college preparatory courses (YES), there was a decline of 4.3% in the percent passing rate from 77.9% in AY 1995-96 to 73.6% in AY 1997-98. Similarly, there was a decrease of 3.1% in the percent passing rate of the NO group from 93.2% to 90.1%. The relative proportion of the YES group taking this subtest decreased from 50.5% in AY 1995-96 to 48.2% in AY 1996-97, while the proportion of the NO group increased from 49.5% to 51.8%. As presented in Table 3.1B, the 3 years prior to the implementation of the alternatives, the percent passing for those required to take college preparatory courses (YES) ranged from 80.1% to 80.3%, and for those not required (NO) from 94.4% to 94.5%.

All Subtests Combined

The number of community college students taking all subtests combined declined by 10,223 from 39,807 in AY 1995-96 to 29,584 in AY 1996-97, or 25.7%. For students required to take college preparatory courses (YES), the percent passing rate decreased 6.9% from 59.2% in AY 1995-96 to 52.3% in AY 1996-97. Likewise, the percentage of students passing all four subtests combined who were not required to take college preparatory courses (NO) declined 5.7% from 84.6% to 78.9% during the same time period. The relative proportion of YES students taking all four subtests combined decreased from 50.4% in AY 1995-96 to 48.0% in AY 1996-97, while the proportion of NO students increased from 49.6% to 52.0%. In the 3 years prior to the implementation of the alternatives (See Table 3.1B), the percent passing rates for students required to take college preparatory courses (YES) varied between 62.1% and 63.5%, and for those not required (NO) between 85.9% and 86.4%.

Discussion and Observations

Several observations regarding the performance of all native community college students completing 60 or more credit hours are worth noting. First, the number of students taking the CLAST declined dramatically over the 3-year time span from AY 1994-95 to AY 1996-97. In AY 1994-95, the year prior to the implementation of the alternative means to demonstrate competency of college-level academic skills, approximately 42,800 took the CLAST. In AY 1995-96, the year of the implementation, there were between 40,486 and 39,807 taking parts or all four subtests combined, but in AY 1996-97, there were between 32,602 and 29,584 taking parts or all four subtests combined. Further, from AY 1994-95 through 1996-97, the implementation of the alternatives has resulted in a reduction of 28.8% in the numbers of students taking the Essay subtest, 23.9% in Mathematics, 28.3% in Reading, 28.8% in English Language Skills, and 30.2% in all subtests combined. Over the same 3-year time period, the effect of the reduction in test takers has resulted in an anticipated decrease in the percent passing the respective subtests because the better-prepared students were more likely to secure exemptions. The magnitude of the declines in percent passing the subtests were from 92.2% to 88.9% in the Essay subtest, 83.8% to 77.7% in Mathematics, 86.6% to 84.1% in Reading, 87.6% to 82.1% in English Language Skills, and from 74.6% to 66.2% in all subtests combined.

A second observation relates to the potential differential effects of the availability of the alternatives on the percent passing rates of those who are required to take college preparatory courses (YES) and those not required to take college preparatory courses (NO). From AY 1994-95 through AY 1996-97, the percent passing rates of those who were required to take college preparatory courses (YES group) declined from 87.9% to 83.4% on the Essay subtest, 73.8% to 66.1% in Mathematics, 81.6% to 76.0% in Reading, 80.3% to 73.6% in English Language Skills, and from 62.1% to 52.3% in all subtests combined. Likewise, during the same 3-year span, the passing rates of those not required to take college preparatory courses (NO group), the percent passing rates declined from 96.3% to 94.0% on the Essay subtest, 93.0% to 88.5% in Mathematics, 95.1% to 91.7% in Reading, 94.4% to 90.1% in English Language Skills, and from 86.4% to 78.9% in all subtests combined.

A third observation relates to the relative percentages of YES and NO groups taking the CLAST over the 5-year time span from AY 1992-93 through AY 1996-97. For those who were required to take college preparatory courses (YES), AY 1996-97 signaled a reversal of a 4-year trend of gradually increasing percentages of the YES group taking the CLAST relative to the NO group. In one respect, this finding is surprising. One might expect an increase in the relative percentage of YES groups because the members of the NO group, consisting of more highly prepared students at entry, would be expected to earn higher grades in English and mathematics courses and hence would be more likely to qualify for exemptions than the members of the YES group. On the other hand, one could reason that if the college preparatory courses are effective in remediating deficiencies, especially those skills required to perform in college-level courses, then the "playing field is virtually leveled" and both groups become just as likely to earn 2.5 GPAs in English and mathematics courses. Nevertheless, for those students of both groups who failed to earn 2.5 GPAs and were required to take the CLAST to demonstrate competency, the relationships between YES and NO groups in terms of percent passing the CLAST remained the same in spite of the availability of the alternatives. Finally, those students who earned higher scores on the placement tests also earned higher scores on the CLAST, both being common methods for assessing competency in communications and mathematics skills.

Table 3.1A

Native Community College Students Who Have Completed 60 or More Credit Hours: Number Tested and Percent Passing the CLAST, AY 1995-96[a] Through AY 1996-97

		1995-96		1996-97	
Subtest	College Preparatory Status	Percent Tested	Percent Passed	Percent Tested	Percent Passed
Essay	Yes[b]	50.5	86.9	48.2	83.4
	No	49.5	95.9	51.8	94.0
	Total		91.4		88.9
	Number	40,486		30,500	
Mathematics	Yes	50.4	71.0	48.1	66.1
	No	49.6	92.0	51.9	88.5
	Total		81.4		77.7
	Number	40,486		32,602	
Reading	Yes	50.5	80.2	48.2	76.0
	No	49.5	94.5	51.8	91.7
	Total		87.3		84.1
	Number	40,125		30,573	
English Language Skills	Yes	50.5	77.9	48.2	73.6
	No	49.5	93.2	51.8	90.1
	Total		85.5		82.1
	Number	40,123		30,517	
All Subtests Combined	Yes	50.4	59.2	48.0	52.3
	No	49.6	84.6	52.0	78.9
	Total		71.8		66.2
	Number	39,807		29,584	

Note. Information in this section presented for 1996-97 is based on draft data from the report *Florida Community College System Accountability Outcome Research: CLAST Performance Report for Students Who Have Accumulated 60 or More Credit Hours.*

[a] Some students may exempt all or parts of the CLAST, effective January 1, 1996.

[b] "Yes" means that these students took one or more college preparatory courses after enrolling in a community college; college preparatory status was determined by scores on an approved placement test.

Table 3.1B

Native Community College Students Who Have Completed 60 or More Credit Hours: Number Tested and Percent Passing the CLAST, AY 1992-93 Through AY 1994-95

		1992-93		1993-94		1994-95	
Subtest	College Preparatory Status	Percent Tested	Percent Passed	Percent Tested	Percent Passed	Percent Tested	Percent Passed
Essay	Yes[a]	44.2	88.8	45.9	88.1	48.2	87.9
	No	55.8	96.6	54.1	96.1	51.8	96.3
	Total		93.1		92.4		92.2
	Number	43,920		42,491		42,865	
Mathematics	Yes	44.2	76.3	45.9	74.9	48.2	73.8
	No	55.8	92.8	54.1	92.7	51.8	93.0
	Total		85.5		84.6		83.8
	Number	43,921		42,680		42,835	
Reading	Yes	44.2	79.7	45.9	80.2	48.2	81.6
	No	55.8	94.0	54.1	94.7	51.8	95.1
	Total		87.7		88.0		86.6
	Number	43,943		42,711		42,886	
English Language Skills	Yes	44.2	80.3	45.9	80.1	48.2	80.3
	No	55.8	94.5	54.1	94.5	51.8	94.4
	Total		88.2		87.9		87.6
	Number	43,944		42,717		42,889	
All Subtests Combined	Yes	44.2	63.5	45.9	62.7	48.2	62.1
	No	55.8	85.9	54.1	86.1	51.8	86.4
	Total		76.0		75.3		74.6
	Number	43,886		42,548		42,801	

Note. Information in this section presented for AY 1992-93 through AY 1995-96 are based on annual reports of *Florida Community College System Accountability Outcome Research: CLAST Performance Report for Students Who Have Accumulated 60 or More Credit Hours.*

[a] "Yes" means that these students took one or more college preparatory courses after enrolling in a community college; college preparatory status was institutionally determined.

Performances of Racial/Ethnic Groups Completing 60 Credit Hours of College-Level Coursework

One of the responsibilities designated to the SCSA is to monitor and report on the progress of racial and ethnic groups in acquiring college-level academic skills. By allowing all students, regardless of racial or ethnic group, multiple opportunities as well as alternative means to demonstrate competency in communication and mathematics skills, and by providing a variety of learning opportunities to acquire such skills, the differences between and among races could diminish by the time students complete their lower division programs of study in Florida's community colleges.

Differences in academic skill preparation for college-level work among racial/ethnic groups were noted in Part 1. In AY 1996-97, 72.0% of white degree-seeking students, 38.8% of black, and 46.7% of Hispanic degree-seeking students passed all three areas of the college placement tests (See Tables 1.5A, 1.6A, and 1.7A) and, therefore, were not required to take college preparatory courses (i.e., NO group). Conversely, 28.0% of white, 61.2% of black, and 53.3% of Hispanic degree-seeking students had to take college preparatory courses to remove skill deficiencies in at least one area (i.e., YES group). The performances of white, black, and Hispanic community college students who had taken 60 or more credit hours of college-level work on the CLAST from AY 1992-93 through AY 1996-97 are presented below.

Passing Rates of White Community College Students

The Subtests

The percent passing rates in AY 1996-97 for white students who were required to take college preparatory courses (YES group) were 92.3%, 74.7%, 85.8%, and 82.3% for Essay, Mathematics, Reading, and English Language Skills subtests, respectively, slightly down from 94.6%, 79.6%, 89.1%, and 85.9% the previous year. The passing rates in AY 1996-97 for those who were not required to take college preparatory courses (NO group) were 96.6%, 91.2%, 94.6%, and 92.7% for Essay, Mathematics, Reading, and English Language Skills subtests, respectively, down from 97.6%, 94.1%, 96.6%, and 95.1% the year before. The declines in the percent passing rates may likely be attributed to a change in the population of test takers as a result of the availability of the alternatives. Ostensibly, better prepared students who earn high scores on the CLAST would be more likely to earn 2.5 GPAs in English or mathematics courses and thus qualify for an exemption.

All Subtests Combined

As presented in Table 3.2A, in AY 1996-97, there was a decline from 25,003 to 17,200, or 31.2%, from the previous year, AY 1995-96, in the number of white students taking all four subtests of the CLAST. In AY 1994-95 (See Table 3.2B), the year prior to the implementation of the alternatives, 27,598 white students took all subtests. The passing rate of all test takers declined from 80.9% in AY 1995-96 to 76.2% in AY 1996-97. Of those required to take college preparatory courses (YES), the passing rate declined 6.4% from 71.1% in AY 1995-96 to 64.7% in AY 1996-97. Likewise, of those not required (NO), the passing rate dropped 4.7% from 88.6% in AY 1995-96 to 83.9% in AY 1996-97. In terms of the relative proportions of YES and NO groups taking all subtests combined, the percentage of YES students declined 3.7% from 43.7% in AY 1995-96 to 40.0% in AY 1996-97, whereas the percentage of NO students increased from 56.3% to 60.0%. Thus, the availability of the alternatives appears to have a slightly favorable impact on the lesser prepared white students in that relatively fewer of those students were required to take the CLAST to demonstrate competency in AY 1996-97 than the year before. It appears these students (i.e., YES group) profited from taking college preparatory courses.

Table 3.2A

Native White Community College Students Who Have Completed 60 or More Credit Hours: Number Tested and Percent Passing the CLAST, AY 1995-96[a] Through AY 1996-97

		1995-96		1996-97	
Subtest	College Preparatory Status	Percent Tested	Percent Passed	Percent Tested	Percent Passed
Essay	Yes[b]	43.8	94.6	40.2	92.3
	No	56.2	97.6	59.8	96.6
	Total		96.3		94.9
	Number	25,190		17,705	
Mathematics	Yes	43.8	79.6	40.6	74.7
	No	56.2	94.1	59.4	91.2
	Total		87.8		84.5
	Number	25,469		19,145	
Reading	Yes	43.8	89.1	40.1	85.8
	No	56.2	96.6	59.9	94.6
	Total		93.3		91.1
	Number	25,207		17,734	
English Language Skills	Yes	43.8	85.9	40.2	82.3
	No	56.2	95.1	59.8	92.7
	Total		91.1		88.5
	Number	25,205		17,714	
All Subtests Combined	Yes	43.7	71.1	40.0	64.7
	No	56.3	88.6	60.0	83.9
	Total		80.9		76.2
	Number	25,003		17,200	

Note. Information in this section presented for 1996-97 is based on draft data from the report *Florida Community College System Accountability Outcome Research: CLAST Performance Report for Students Who Have Accumulated 60 or More Credit Hours.*

[a] Some students may exempt all or parts of the CLAST, effective January 1, 1996.

[b] "Yes" means that these students took one or more college preparatory courses after enrolling in a community college; college preparatory status was determined by scores on an approved placement test.

Table 3.2B

Native White Community College Students Who Have Completed 60 or More Credit Hours: Number Tested and Percent Passing the CLAST, AY 1992-93 Through AY 1994-95

		1992-93		1993-94		1994-95	
Subtest	College Preparatory Status	Percent Tested	Percent Passed	Percent Tested	Percent Passed	Percent Tested	Percent Passed
Essay	Yes[a]	37.4	95.7	39.3	94.8	41.9	94.8
	No	62.6	97.9	60.7	97.4	58.1	97.7
	Total		97.1		96.4		96.5
	Number	28,861		28,022		27,639	
Mathematics	Yes	37.4	83.1	39.3	82.0	41.9	81.6
	No	62.6	94.3	60.7	94.4	58.1	94.9
	Total		90.1		89.5		89.3
	Number	28,863		28,009		27,619	
Reading	Yes	37.4	88.4	39.3	88.9	41.9	90.3
	No	62.6	95.6	60.7	96.4	58.1	96.8
	Total		92.9		93.5		94.1
	Number	28,868		28,033		27,650	
English Language Skills	Yes	37.4	88.3	39.3	87.6	41.9	87.9
	No	62.6	96.2	60.7	96.0	58.1	96.2
	Total		93.2		92.7		92.7
	Number	28,870		28,037		27,652	
All Subtests Combined	Yes	37.4	73.9	39.3	73.4	41.9	73.3
	No	62.6	88.8	60.7	89.3	58.1	90.1
	Total		83.2		83.1		83.0
	Number	28,847		27,994		27,598	

Note. Information in this section presented for AY 1992-93 through AY 1995-96 are based on annual reports of *Florida Community College System Accountability Outcome Research: CLAST Performance Report for Students Who Have Accumulated 60 or More Credit Hours*.

[a] "Yes" means that these students took one or more college preparatory courses after enrolling in a community college; college preparatory status was institutionally determined.

Passing Rates of Black Community College Students

The Subtests

With respect to the subtests taken by those black students required to take college preparatory courses (YES group) in AY 1996-97, the percent passing rates were 73.0%, 48.0%, 61.0%, and 60.6% for the Essay, Mathematics, Reading, and English Language Skills subtests, respectively. In contrast to the year before, AY 1995-96, the percent passing rates were higher at 77.2%, 51.1%, 63.5%, and 63.5%, respectively, for the Essay, Mathematics, Reading, and English Language Skills subtests. Likewise, for the black students not required to take college preparatory courses (NO group), the percentage passing rates were 87.6%, 75.7%, 81.6%, and 81.0% for the Essay, Mathematics, Reading, and English Language Skills subtests. The percentage passing rates for the previous year, AY 1995-96, were also higher at 89.2%, 78.5%, 85.4%, and 84.3%, respectively. There was a small decrease, approximately 2%, in the relative percentage of the YES groups taking the respective subtests.

All Subtests Combined

The availability of the alternatives has had an impact on the number of black students taking all subtests combined. From AY 1995-96 to AY 1996-97 (See Table 3.3A), there was a decline from 4,731 to 4,126, or 12.8%. In AY 1994-95, the year prior to the implementation of the alternatives (See Table 3.3B), 4,901 black students took all subtests of the CLAST. For black students required to take college preparatory courses (YES group), the percent passing rate dropped from 38.7% in AY 1995-96 to 33.6% in AY 1996-97. Likewise, for students not required to take college preparatory courses (NO group), the percent passing rate decreased from 66.9% to 62.0% over the same time period. Thus, the availability of the alternatives was associated with both a decline in the number of black students taking the CLAST, and the percent passing rates of both the YES and NO groups. With respect to the relative percentage of YES and NO groups taking the CLAST, there was a slight decrease (2%) in the percentage of the YES group from the previous year, and a slight increase (2%) in the percentage of the NO group. This finding represents a reversal of a 4-year trend of increasing percentages of students in the YES group taking the CLAST (See Tables 3.3 A-B).

Table 3.3A

Native Black Community College Students Who Have Completed 60 or More Credit Hours: Number Tested and Percent Passing the CLAST, AY 1995-96[a] Through AY 1996-97

		1995-96		1996-97	
Subtest	College Preparatory Status	Percent Tested	Percent Passed	Percent Tested	Percent Passed
Essay	Yes[b]	69.4	77.2	67.3	73.0
	No	30.6	89.2	32.7	87.6
	Total		80.9		77.8
	Number	4,774		4,262	
Mathematics	Yes	69.2	51.1	66.8	48.0
	No	30.8	78.5	33.2	75.7
	Total		59.4		57.2
	Number	4,812		4,466	
Reading	Yes	69.4	63.5	67.3	61.0
	No	30.6	85.4	32.7	81.6
	Total		70.2		67.7
	Number	4,779		4,279	
English Language Skills	Yes	69.4	63.5	67.3	60.6
	No	30.6	84.3	32.7	81.0
	Total		69.9		67.3
	Number	4,780		4,267	
All Subtests Combined	Yes	69.3	38.7	67.3	33.6
	No	30.7	66.9	32.7	62.0
	Total		47.3		42.9
	Number	4,731		4,126	

Note. Information in this section presented for 1996-97 is based on draft data from the report *Florida Community College System Accountability Outcome Research: CLAST Performance Report for Students Who Have Accumulated 60 or More Credit Hours.*

[a] Some students may exempt all or parts of the CLAST, effective January 1, 1996.

[b] "Yes" means that these students took one or more college preparatory courses after enrolling in a community college; college preparatory status was determined by scores on an approved placement test.

Table 3.3B

Native Black Community College Students Who Have Completed 60 or More Credit Hours:
Number Tested and Percent Passing the CLAST, AY 1992-93 Through AY 1994-95

		1992-93		1993-94		1994-95	
Subtest	College Preparatory Status	Percent Tested	Percent Passed	Percent Tested	Percent Passed	Percent Tested	Percent Passed
Essay	Yes[a]	64.0	80.7	65.6	79.2	67.2	78.4
	No	36.0	91.9	34.4	90.6	32.8	90.2
	Total		84.8		83.1		82.3
	Number	4,605		4,695		4,913	
Mathematics	Yes	64.0	60.1	65.6	57.8	67.2	55.4
	No	36.0	81.3	34.4	80.5	32.8	80.4
	Total		67.7		65.6		63.6
	Number	4,606		4,698		4,907	
Reading	Yes	64.0	63.3	65.7	63.2	67.2	64.8
	No	36.0	85.2	34.3	86.0	32.8	86.5
	Total		71.2		71.1		71.9
	Number	4,610		4,701		4,916	
English Language Skills	Yes	64.0	68.2	65.6	67.6	67.2	66.7
	No	36.0	87.4	34.4	87.8	32.8	85.7
	Total		75.1		74.5		72.9
	Number	4,608		4,700		4,916	
All Subtests Combined	Yes	64.0	44.8	65.6	42.8	67.2	41.7
	No	36.0	71.0	34.4	70.4	32.8	68.5
	Total		54.3		52.3		50.5
	Number	4,601		4,691		4,901	

Note. Information in this section presented for AY 1992-93 through AY 1995-96 are based on annual reports of *Florida Community College System Accountability Outcome Research: CLAST Performance Report for Students Who Have Accumulated 60 or More Credit Hours*.

[a] "Yes" means that these students took one or more college preparatory courses after enrolling in a community college; college preparatory status was institutionally determined.

Passing Rates of Hispanic Community College Students

The Subtests

The drop in the numbers of Hispanic students taking the individual subtests was approximately 14.3% in the communication subtests and 9.3% in the Mathematics subtest. The percent passing rates in AY 1996-97 for those who were required to take college preparatory courses (YES group) were 78.6%, 61.6%, 71.5%, and 68.2% in Essay, Mathematics, Reading, and English Language Skills subtests, respectively. In AY 1995-96, the percentage passing rates for this group were slightly higher at 80.7%, 63.4%, 74.0%, and 70.6%, respectively for the Essay, Mathematics, Reading, and English Language Skills subtests. Likewise, for Hispanic students not required to take college preparatory courses (NO group), the percent passing rates were 90.7%, 84.9%, 88.0%, and 86.3% for the Essay, Mathematics, Reading, and English Language Skills subtests, respectively. In the previous year, AY 1995-96, the percent passing rates were also slightly higher at 92.9%, 88.5%, 90.8%, and 89.5% in the Essay, Mathematics, Reading, and English Language Skills subtests, respectively. The relative percentage of the YES group decreased from 58.3% to 57.0%, a reversal of a 4-year trend of gradual but steady increases.

All Subtests Combined

As with other groups, from AY 1995-96 to AY 1996-97, the number of Hispanic students taking all subtests combined declined from 8,408 to 7,081, a drop of 15.8%. In AY 1994-95, the year prior to the implementation of the alternatives, 8,660 Hispanic students took all the subtests (See Table 3.4B). This decrease in the number of Hispanic test takers from AY 1995-96 to AY 1996-97 paralleled a decline in the percent passing rate from 60.5% to 56.5% for the entire cohort (See Table 3.4A). For those students who were required to take college preparatory courses (YES group), there was a decrease in the percent passing rate from 48.6% in AY 1995-96 to 45.1% in AY 1996-97. Likewise, for those Hispanic students who passed the CPT or an approved alternative placement test and were not required to take college preparatory courses (NO group), the percent passing rate declined from 77.1% to 71.6% (5.5%) over the same time period. The relative percentage of the YES group taking all subtests combined of the CLAST decreased slightly from 58.3% in AY 1995-96 to 57.0% in AY 1996-97.

Table 3.4A

Native Hispanic Community College Students Who Have Completed 60 or More Credit Hours:
Number Tested and Percent Passing the CLAST, AY 1995-96[a] Through AY 1996-97

		1995-96		1996-97	
Subtest	College Preparatory Status	Percent Tested	Percent Passed	Percent Tested	Percent Passed
Essay	Yes[b]	58.3	80.7	57.1	78.6
	No	41.7	92.9	42.9	90.7
	Total		85.8		83.8
	Number	8,442		7,239	
Mathematics	Yes	58.3	63.4	56.4	61.6
	No	41.7	88.5	43.6	84.9
	Total		73.9		71.8
	Number	8,518		7,726	
Reading	Yes	58.3	74.0	57.1	71.5
	No	41.7	90.8	42.9	88.0
	Total		81.0		78.6
	Number	8,445		7,248	
English Language Skills	Yes	58.3	70.6	57.1	68.2
	No	41.7	89.5	42.9	86.3
	Total		78.5		75.9
	Number	8,445		7,241	
All Subtests Combined	Yes	58.3	48.6	57.0	45.1
	No	41.7	77.1	43.0	71.6
	Total		60.5		56.5
	Number	8,408		7,081	

Note. Information in this section presented for 1996-97 is based on draft data from the report *Florida Community College System Accountability Outcome Research: CLAST Performance Report for Students Who Have Accumulated 60 or More Credit Hours*.

[a] Some students may exempt all or parts of the CLAST, effective January 1, 1996.

[b] "Yes" means that these students took one or more college preparatory courses after enrolling in a community college; college preparatory status was determined by scores on an approved placement test.

Table 3.4B

Native Hispanic Community College Students Who Have Completed 60 or More Credit Hours: Number Tested and Percent Passing the CLAST, AY 1992-93 Through AY 1994-95

		1992-93		1993-94		1994-95	
Subtest	College Preparatory Status	Percent Tested	Percent Passed	Percent Tested	Percent Passed	Percent Tested	Percent Passed
Essay	Yes[a]	54.4	81.2	55.1	81.5	56.3	81.3
	No	45.6	93.7	44.9	93.4	43.7	93.5
	Total		86.9		86.9		86.7
	Number	9,031		8,431		8,670	
Mathematics	Yes	54.4	69.9	55.1	67.6	56.3	66.1
	No	45.6	90.7	44.9	90.1	43.7	89.7
	Total		79.4		77.7		76.5
	Number	9,029		8,431		8,667	
Reading	Yes	54.4	72.9	55.1	72.6	56.3	74.5
	No	45.6	91.3	44.9	91.7	43.7	92.0
	Total		81.2		81.2		82.1
	Number	9,040		8,432		8,676	
English Language Skills	Yes	54.4	71.4	55.1	71.9	56.3	72.2
	No	45.6	91.0	44.9	91.6	43.7	91.3
	Total		80.3		80.8		80.5
	Number	9,041		8,435		8,677	
All Subtests Combined	Yes	54.4	53.9	55.1	52.5	56.3	51.7
	No	45.6	80.5	44.9	79.5	43.7	79.2
	Total		66.0		64.6		63.7
	Number	9,016		8,420		8,660	

Note. Information in this section presented for AY 1992-93 through AY 1995-96 are based on annual reports of *Florida Community College System Accountability Outcome Research. CLAST Performance Report for Students Who Have Accumulated 60 or More Credit Hours.*

[a] "Yes" means that these students took one or more college preparatory courses after enrolling in a community college; college preparatory status was institutionally determined.

Discussion and Observations

What are some of the more evident observations from the above tables?

Numbers of Students Taking the CLAST

One of the intended outcomes of implementing the alternative means to demonstrate competency of college-level academic skills on January 1, 1996, was to reduce the numbers of students required to take the CLAST. Students who had achieved 2.5 GPAs in designated English and mathematics courses were assumed to possess sufficient mastery of college-level communication and mathematics skills such that taking the CLAST would be considered redundant. From AY 1994-95 to AY 1996-97, the total number of community college students who had completed 60 or more credit hours taking the communication subtests of the CLAST declined from 42,865 to approximately 30,500, a 28.7% decline; in Mathematics from 42,835 to 32,602, a 23.8% decline; and in all subtests combined from 42,801 to 29,584, a 30.9% decline. Thus, the implementation of the alternatives appears to have had its intended effect of reducing the amount of testing required of postsecondary students in Florida.

However, the impact of the implementation of the alternatives has not been equivalent across racial/ethnic groups. For white students, the percentage reduction in the numbers of students taking the communication subtests declined from approximately 27,650 in AY 1994-95 to 17,700 in AY 1996-97, a 36.0% decline; in Mathematics from 27,619 to 19,145, a 30.7% drop; and in all subtests combined from 27,598 to 17,200, a 37.7% decline.

In the case of black students, the decline in the numbers of students taking the communication subtests from AY 1994-95 to AY 1996-97 was from approximately 4,900 to 4,265, a 13.0% decline; in Mathematics from 4,900 to 4,466, a 8.9% decline; and in all subtests combined from 4,900 to 4,126, a 15.8% decline. With Hispanic students, the declines in the numbers of students taking the communication subtests from AY 1994-95 to AY 1996-97 were from approximately 8,670 to 7,240, a 16.5% decline; in Mathematics from 8,667 to 7,726, a 10.9% decline; and in all subtests combined from 8,660 to 7,081, an 18.2% decline. Thus, between the white and black groups regarding the reduction in the number of racial/ethnic students taking the CLAST, there was approximately a 22% difference in the amount of the decline, and between white and Hispanic groups, there was approximately a 19% difference. There was little difference in the decline between the two minority groups.

Changes in the Percent Passing Rates

Because of the decline in the numbers of students taking the CLAST, a corresponding decrease in the passing rates would be anticipated since the better prepared students for upper-division coursework would have secured exemptions. For all community college students completing 60 credit hours of college-level coursework between AY 1994-95 and 1996-97, the percent passing rate declined on the Essay subtest from 92.2% to 88.9% (3.3%), on the Mathematics subtest from 83.8% to 77.7% (6.1%), on the Reading subtest from 86.6% to 84.1% (2.5%), on the English Language Skills subtests from 87.6% to 82.1% (5.5%), and in all subtests combined from 74.6% to 66.2% (8.4%). With respect to racial/ethnic groups, the percent passing rates for white students declined 1.6% in the Essay subtest, 4.8% in Mathematics, 3.0% in Reading, 4.2% in English Language Skills, and 6.8% in all subtests combined. Declines in the percent passing rates for black students were 4.5% in the Essay subtest, 6.4% in Mathematics, 4.2% in Reading, 5.6% in English Language Skills, and 7.6% in all subtests combined. Declines in percent passing for the Hispanic group were 2.9% in the Essay subtest, 4.7% in Mathematics, 3.5% in Reading, 4.6% in English Language Skills, and 7.2% in all subtests combined. Thus, the impact of the institution of the alternatives appears to have had a consistent, but modest, effect on the percentage passing rates even though almost 30% fewer students took the CLAST in AY 1996-97 than in AY 1994-95. The differences among the racial/ethnic groups in the decline in the percent passing rates for students completing 60 credit hours of college-level work appears to be minimal.

PART 4.

USE of WAIVERS to EXEMPT the CLAST

There are certain circumstances in which students, because of physiological disorders or learning disabilities, require accommodation in the administration of the CLAST. State Board Rule 6A-10.0311, FAC, effective April 1, 1991, provides for administrative accommodations, including flexible scheduling, flexible setting, assistance with recording answers, revised format (e.g., large-print booklets, braille test booklets, and magnifying devices), and auditory aids; and for securing waivers for students where exemptions are warranted. To receive a waiver for failing a given subtest four or more times (i.e., repeated failures), or for having a documented learning disability in a given skill area, a student must follow a specific set of procedures at the local institution, including a review by a committee appointed by the president of the respective institution.

The purpose of this part of the Annual Report is to examine the frequency and use of waivers by community colleges and universities during the academic year July 1, 1996, through June 30, 1997, and to ascertain trends in the use of waivers over the 5 years (AY 1992-93 through AY 1996-97) since the formal waiver procedures were inaugurated. Such information could possibly signal the lack of use of the waiver mechanism when justified, or it might call attention to the possible overuse or abuse of waivers.

Use of Waivers by Community Colleges, AY 1996-97

A total of 220 waivers was reported by 28 community colleges in AY 1996-97, a considerable increase from 56 the year before, AY 1995-96, but still fewer than 302 in AY 1994-95, the year prior to the availability of alternative means to demonstrate mastery of college-level academic skills. One could speculate that the sudden downturn in AY 1995-96, followed by a rebound in AY 1996-97, could be attributed to three factors: (1) the availability of alternative means to demonstrate competency in college-level academic skills enacted on January 1, 1996, (2) random fluctuations in the use of the waiver by individual institutions, and (3) local administrative idiosyncrasies in the granting of waivers by the presidential committees and the reporting of waivers by the registrars. Speculating further, a plausible scenario is that in AY 1995-96, many students did not pursue the procurement of waivers until all methods for demonstrating competency had been exhausted, thus accounting for the sudden downturn. By 1996-97, there was a return to the use of waivers as a final option for those who were unable to earn a 2.5 GPA in designated English or mathematics courses and who were unable to pass the CLAST after repeated failures.

Of the 220 waivers reported in AY 1996-97, 90 (40.9%) were on the basis of repeated failures (i.e., four or more failures), while the remaining 130 (59.1%) were on the basis of documented learning disabilities (See Tables 4.1 and 4.3). By far, the most frequent use of the waiver mechanism was for the Mathematics subtest, 65.4% of all waivers. Of the 144 waivers reported for the Mathematics subtest in AY 1996-97, 54 (37.5%) were for repeated failures, whereas 90 (62.5%) were for documented learning disabilities. Of the remaining waivers, 6.4% were used for the Essay subtest, 16.4% were used for the English Language Skills subtest, and 11.8% were used for the Reading subtest.

As in previous years, there was considerable institutional variation in the number and type of waivers reported. Twenty community colleges utilized the waiver mechanism while eight reported that no waivers were granted in AY 1996-97 (See Table 4.1). Institutions also varied in the relative proportion of waivers reported for learning disabilities versus repeated failures. Five institutions used only repeated failures, 2 used only learning disabilities, and 13 used both. Brevard, Miami-Dade, Santa Fe, St. Petersburg, and Valencia accounted for 65.9% of all waivers granted by the 28 community colleges in Florida.

Table 4.1

Number of CLAST Waivers Reported by Community Colleges by CLAST Subtest and Type of Waiver:
AY July 1, 1996 – AY June 30, 1997

Community College	Essay		Math		Eng. Lang. Skills		Reading		No. of Waivers		Total Waivers
	RF	LD	RF	LD	RF	LD	RF	LD	RF	LD	RF & LD
Brevard	1	0	10	3	6	1	5	0	22	4	26
Broward	0	0	1	0	0	0	0	0	1	0	1
Central Florida	1	0	0	0	0	0	0	0	1	0	1
Chipola	0	0	0	0	0	0	0	0	0	0	0
Daytona Beach	0	0	2	2	1	0	1	0	4	2	6
Edison	1	0	3	3	0	0	0	0	4	3	7
FL CC @ Jax	0	2	3	2	0	2	0	2	3	8	11
Florida Keys	0	0	0	0	0	0	0	0	0	0	0
Gulf Coast	0	0	2	5	1	1	0	0	3	6	9
Hillsborough	0	0	0	3	2	1	0	0	2	4	6
Indian River	0	0	0	2	0	0	0	0	0	2	2
Lake City	0	0	0	0	0	0	0	0	0	0	0
Lake-Sumter	0	0	0	0	0	0	0	0	0	0	0
Manatee	0	0	0	1	0	1	0	0	0	2	2
Miami-Dade	0	0	1	31	1	3	1	2	3	36	39
North Florida	0	0	1	0	0	0	0	0	1	0	1
Okaloosa-Walton	0	0	1	0	0	1	0	0	1	1	2
Palm Beach	1	0	5	0	0	0	1	0	7	0	7
Pasco-Hernando	0	0	2	1	0	0	0	0	2	1	3
Pensacola	1	0	8	2	2	0	1	0	12	2	14
Polk	0	0	2	0	0	0	1	0	3	0	3
St. Johns River	0	0	0	0	0	0	0	0	0	0	0
St. Petersburg	3	1	7	6	0	6	1	4	11	17	28
Santa Fe	0	2	3	12	1	2	1	3	5	19	24
Seminole	0	0	0	0	0	0	0	0	0	0	0
South Florida	0	0	0	0	0	0	0	0	0	0	0
Tallahassee	0	0	0	0	0	0	0	0	0	0	0
Valencia	0	1	3	17	1	3	1	2	5	23	28
Totals	8	6	54	90	15	21	13	13	90	130	220

RF = Waivers granted on the basis of repeated failures LD = Waivers granted on the basis of documented learning disabilities

Use of Waivers by Universities, AY 1996-97

A total of 313 waivers was reported in AY 1996-97 for students enrolled in the state universities, up from 192 the year before, an increase of 63.0%. Of these, 104 (33.2%) were for repeated failures, while 209 (66.8%) were for documented learning disabilities (See Table 4.2). Among the subtests, the preponderance of waivers, 63.2%, were granted for Mathematics, while 14.4% were for the Essay subtest, 12.5% for English Language Skills, and 9.9% for Reading (See Tables 4.2 and 4.3). Four universities appeared to use the waiver mechanisms considerably more than the others: Florida State, Florida International, Florida Agricultural and Mechanical, and Florida Atlantic, in descending order of magnitude. These institutions accounted for 92.3% of the waivers granted among the state universities in Florida. Two institutions, South Florida and North Florida, reported no waivers granted in AY 1996-97.

Table 4.2
Number of CLAST Waivers Reported by State Universities by CLAST Subtest and Type of Waiver:
AY July 1, 1996 – AY June 30, 1997

University	Essay		Math		Eng. Lang. Skills		Reading		No. of Waivers		Total Waivers
	RF	LD	RF	LD	RF	LD	RF	LD	RF	LD	RF & LD
UF	0	2	1	3	0	3	0	2	1	10	11
FSU	3	19	4	102	0	26	0	16	7	163	170
FAMU	1	4	20	4	5	1	5	0	31	9	40
USF	0	0	0	0	0	0	0	0	0	0	0
FAU	3	0	7	10	0	2	2	0	12	12	24
UWF	1	0	3	5	0	0	1	2	5	7	12
UCF	0	0	0	1	0	0	0	0	0	1	1
FIU	10	2	34	4	2	0	2	1	48	7	55
UNF	0	0	0	0	0	0	0	0	0	0	0
Totals	18	27	69	129	7	32	10	21	104	209	313

RF = Waivers granted on the basis of repeated failures LD = Waivers granted on the basis of documented learning disabilities

Trends in the Use of Waivers, AY 1992-93 through AY 1996-97

Even with the rapid reduction of the use of waivers in AY 1995-95 and the subsequent rebound in AY 1996-97, the relative proportion in the use of waivers among the subtests remained quite stable. There was a slight decrease in the use of waivers for the Essay subtest from AY 1995-96 to AY 1996-97 in both the community colleges and universities. The granting of waivers for the Mathematics subtest far outweighed the granting of waivers for the communication subtests at both the state universities and community colleges. Moreover, the proportionate use of the waiver in Mathematics relative to the communication subtests continues to increase each year beginning in AY 1993-94, suggesting that demonstrating competency in mathematics, regardless of which alternative method is used, continues to be by far the most formidable obstacle to students in meeting the CLAST requirement.

Table 4.3
Percent of Waivers Reported by CLAST Subtest by Community Colleges and State Universities:
AY 1992-93 Through AY 1996-97

Institution /	**1992-93**		**1993-94**		**1994-95**		**1995-96**		**1996-97**	
Subtest	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total
Community Colleges		**207**		**243**		**302**		**56**		**220**
Essay	11.6		11.6		16.2		14.3		6.4	
Mathematics	47.3		42.8		56.3		62.5		65.4	
Eng. Lang. Skills	16.0		16.0		12.9		14.3		16.4	
Reading	25.2		21.8		14.6		8.9		11.8	
State Universities		**142**		**80**		**192**		**71**		**313**
Essay	24.7		27.5		20.3		19.7		14.4	
Mathematics	30.3		43.8		54.7		62.0		63.2	
Eng. Lang. Skills	22.5		17.5		13.5		11.3		12.5	
Reading	22.5		11.3		11.5		7.0		9.9	

Note. Total waivers may be greater than the number of students receiving waivers because one student may receive a waiver for more than one subtest.

Discussion and Observations

Given the number of first-time examinees in Florida taking part or all of the CLAST (20,411 Essay; 20,441 English Language Skills; 20,578 Reading; 26,178 Mathematics; and 17,694 all subtests combined), the granting of 59 waivers in Essay, 342 in Mathematics, 75 in English Language Skills, and 57 in Reading does not appear to be excessive from a statewide perspective. The reporting of waivers in AY 1996-97, a total of 553, appears to have rebounded from the previous year in AY 1995-96, when a total of only 127 was reported. Thus, even with the availability of the alternative mechanisms to demonstrate competency in college-level academic skills, there still appears to be a need for the waiver mechanism.

Nevertheless, the data do present some questions for further inquiry:

1. Why did eight community colleges and two universities not report the granting of any waivers in AY 1996-97? While this finding could be attributed to reporting procedures at the local level, there is a concern that some students who failed the CLAST would have legitimately qualified for a waiver. Further, are these institutions vulnerable to being challenged for failing to comply with the Americans with Disabilities Act under the principle of "reasonable accommodation"?

2. With respect to the frequency of the granting of waivers, the articulation agreement between certain community colleges and universities located in the same area could be a factor worth investigating. For example, Tallahassee Community College granted zero waivers while Florida State University granted 170; Miami-Dade Community College granted 39 waivers while Florida International University granted 55; St. Petersburg Junior College granted 28 and Hillsborough Community College granted 6, while the University of South Florida granted zero waivers; Valencia Community College granted 28 waivers while the University of Central Florida granted 1; and finally, Santa Fe Community College granted 24 waivers while the University of Florida granted 11. There appears to be considerable variation among proximate articulating institutions. Two questions are raised: To what extent are waivers granted at the universities awarded to transfer students without A.A. degrees? Should more explicit policies and procedures be adopted between feeder and host institutions regarding the transfer of students without A.A. degrees?

3. The use of the waiver for Mathematics far exceeds the use of the waiver in the communication subtests (See Table 4.3). One university alone granted 163 waivers for learning disabilities in mathematics. As one university mathematician expressed, "At some level we all encounter a learning disability in mathematics." The following questions are raised: At what point is the granting of waivers unjustified? Should the principle of "business necessity" be employed in the granting of waivers? For example, should a student pursuing a career in elementary education be granted a waiver when he/she cannot demonstrate 10th grade level proficiency in mathematics? Should a student pursuing a career in nursing who cannot meet minimum standards in the Reading or Mathematics subtest be granted a waiver? If the principle of "business necessity" should be a factor in the determination of the waiver, who should serve on the president's committee to facilitate the rendering of such judgments?

PART 5.

RECOMMENDATIONS for RESEARCH:

SCSA
ARTICULATION COORDINATING COMMITTEE

Introduction

The Articulation Coordination Committee (ACC), at its January 21, 1998, meeting in Tallahassee, recommended that the SCSA review the section on "Recommendations for Research and Policy Development" presented in the *1995-96 Annual Report on Student Achievement of College-Level Skills* in light of studies that were being conducted by Dr. Pat Windham of the Division of Community Colleges and Dr. Michael Resnick of the University of Florida. The committee members of the ACC thought that these studies might be highly related to the studies that were recommended in the *1995-96 Annual Report on Student Achievement.*

On May 27, 1998, the SCSA met in Tallahassee to plan the Annual Report for 1996-97 and to revisit the recommendations made by the SCSA for research studies advanced in the 1995-96 report. After a review of the Windham and Resnick studies, three studies were formulated and advanced to the ACC for consideration.

On September 16, 1998, the ACC reviewed the proposed studies. The following three studies were formulated by the SCSA with modifications by the ACC:

Study #1: The Predictive Validity of the College-Ready Diploma and the CPT

Problem:
According to present statutes, the College-Ready Diploma, to be awarded to high school seniors, is based on the successful completion of certain designated college-preparatory courses with a 2.0 GPA. The SCSA questions whether the passing of such courses with a 2.0 GPA connotes sufficient mastery to ensure success in college-level courses in community colleges and universities, and whether the minimum GPA in required college preparatory courses should be set higher.

The findings of the Resnick study using GPA for all high school coursework suggested that the minimum GPA should be set higher, possibly at 2.5. The SCSA recommended that a follow-up study, employing a similar approach, should be conducted using the GPA derived only from college preparatory courses as predictors of achievement in college. Additionally, the ACC requested that CPT scores earned in high school also be included in the investigation. Questions to be addressed include the following:

- What level of GPA earned in college preparatory courses in high school is associated with passing the CPT?
- What is the relationship between CPT scores and grades earned in college-level courses in community colleges and universities?

Approach:
Conduct a retrospective correlational analysis in which grades earned in high school preparatory courses are used as predictors of (a) CPT scores earned in high school, (b) grades earned in selected college courses, and (c) the attainment of the AA degree or transfer to the upper division in universities. Second, conduct a correlational analysis in which CPT scores are related to grades earned in selected college courses and the attainment of the AA degree.

Study #2: Characteristics of Students Who Succeed After Being Required to Complete College Preparatory Courses at Community Colleges and Universities

Problem:
Many students entering community colleges and universities are required to take college preparatory courses in the areas of reading, writing, and mathematics. Some students possess deficiencies in one area, some two, and others all three. Some of these students are able to surmount their lack of readiness and achieve AA degrees, whereas others fail.

The following questions are raised:

- What are the characteristics of students who require remediation in one, two, and three areas and yet succeed?
- Are there differences in success rates of such students among the various community colleges and universities?
- If there are differences in success rates among community colleges and universities, what programmatic characteristics might account for these differences?

Approach:

A. Conduct an analysis of the educational and testing histories of samples of students who fail one, two, and three subject areas of the CPT from a representative sample of community colleges and universities from across the State of Florida and identify student characteristics that distinguish the successful students from the unsuccessful. Conduct separate analyses for older returning students and for continuing high school seniors. The ACC requested that high school grades and courses be taken into account in the analysis as well as time since taking certain courses. If possible, the effect of specific disabilities should be examined.

B. Contrast the success rates across all community colleges and universities in Florida in terms of percentage of individuals who fail one, two, or three areas of the CPT, but who attain the AA degree within 4 years.

C. If certain community colleges or universities demonstrate appreciably higher success rates than average, identify programmatic characteristics that are probable causes of their higher success rates. The ACC recommended that the approach should employ the use of qualitative data in the analysis.

Study #3: Enhance the Statewide Student Database Regarding Alternatives to Passing the CLAST.

Problem:
With the implementation of alternative mechanisms for demonstrating mastery of college-level academic skills in AY 1995-96, the passing rates on the CLAST for AY 1996-97 are appreciably lower than the passing rates for the previous years. Further, the passing rates among the institutions vary widely, even among those with similar missions. Additional information is required about the use of the alternatives so that future studies can be formulated to ascertain the effect of

the implementation of the alternatives on (a) student use of the alternative mechanisms, and on (b) academic standards.

Approach:

Propose a new reporting format in which data elements are added to the state databases that enable the tracking of various mechanisms for demonstrating competency in college-level academic skills in both community colleges and universities. Special student characteristics should be taken into account, such as those majoring in education who must present CLAST scores for state teacher certification.

APPENDIX A: INSTITUTIONAL TRENDS

Ultimately, the interpretation of the results of student performance on the CLAST and responding to these findings is the responsibility of each individual institution in Florida. Further, each institution can respond only to the needs of its students. Therefore, the purpose of this section is to provide feedback to individual institutions regarding the performance of their students on the CLAST. Two figures and one table for each institution depict 5-year trends for AY 1992-93 through 1996-97 in (a) mean scores of first-time CLAST examinees with respect to communication and mathematics skills, (b) the percentage of first-time examinees passing the individual subtests of the CLAST and all subtests combined, and (c) the numbers of first-time test takers failing the individual subtests as well as the number of students who failed to pass all four subtests combined. Both figures and the table collectively provide indications of the quality of instruction intended to enable students to master the college-level academic skills as well as to maintain minimum standards of achievement in those skills. The figures and table are grouped by community colleges and state universities and are presented in alphabetical order within each group.

Figure A1: Mean Scores of First-Time CLAST Examinees, AY 1992-93 Through AY 1996-97

Figure A1 provides information that can be used to monitor the average performance of first-time CLAST examinees. Questions that may be addressed include the following:

- Are there differences in students' levels of proficiency among the subtests of the CLAST? Are there changes in the levels of performance across time?
- Is the level of performance acceptable given the level of preparation of students suggested by the results of the placement tests (See Part 1)?
- How are students performing relative to other institutions with similar mission and student body characteristics?
- How does the performance of students compare with community college and/or state university norms (See Part 2)?
- How has the availability of CLAST alternatives since January 1, 1996, influenced mean scores?

Figure A2: Percent Passing of First-Time CLAST Examinees, AY 1992-93 Through AY 1996-97

Figure A2 provides information regarding the passing rates on the individual subtests as well as all subtests combined. Because the passing rate is based on minimum scores, this chart provides another perspective of CLAST performance. Questions that may be addressed by these data include the following:

- What are the proportions of first-time CLAST examinees passing the individual subtests and all subtests combined?
- How stable are the passing rates across time? Are students encountering particular difficulty in any specific subtest of the CLAST?
- How do the passing rates for first-time CLAST examinees compare to those of other institutions with similar mission and student body characteristics?
- How has the availability of CLAST alternatives since January 1, 1996, influenced the percent passing rates on the individual subtests and all subtests combined?

Table A1: Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

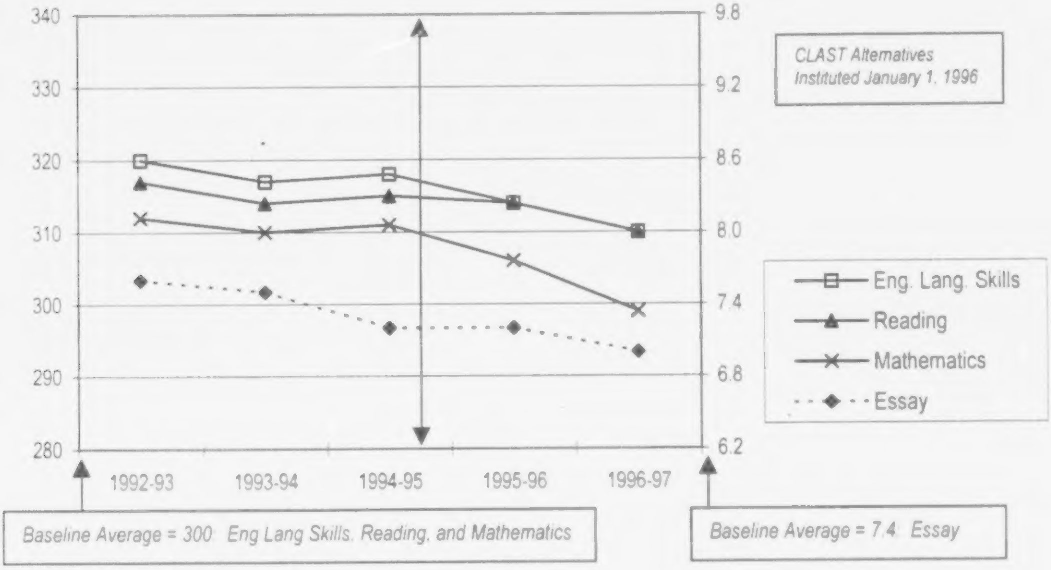
Table A1 displays information regarding the actual numbers of students who failed the respective subtests as well as the number of students who did not pass all subtests combined when required to do so (raw numbers in bold). The table also contains the numbers of students who took the CLAST in each subtest area (raw numbers in parentheses). For AY 1995-96 and AY 1996-97, the numbers in parentheses are the numbers of students who either (a) did not exempt the tests by earning a 2.5 GPA in specific English or mathematics courses or (b) were required to take the CLAST for other reasons, such as having to meet requirements for teacher certification. The issue posed by these data alludes to the relative equivalence of standards for demonstrating competency in communication and mathematics skills. A precipitous decline in the frequency of failures could signal a sizable discrepancy in standards such that it is much easier to attain a 2.5 GPA in two courses than it is to pass the corresponding part or parts of the CLAST.

Community Colleges

Brevard Community College	57
Broward Community College	59
Central Florida Community College	61
Chipola Junior College	63
Daytona Beach Community College	65
Edison Community College	67
Florida Community College at Jacksonville	69
Florida Keys Community College	71
Gulf Coast Community College	73
Hillsborough Community College	75
Indian River Community College	77
Lake City Community College	79
Lake Sumter Community College	81
Manatee Community College	83
Miami-Dade Community College	85
North Florida Community College	87
Okaloosa-Walton Community College	89
Palm Beach Community College	91
Pasco-Hernando Community College	93
Pensacola Junior College	95
Polk Community College	97
St. Johns River Community College	99
St. Petersburg Junior College	101
Santa Fe Community College	103
Seminole Community College	105
South Florida Community College	107
Tallahassee Community College	109
Valencia Community College	111

BREVARD COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

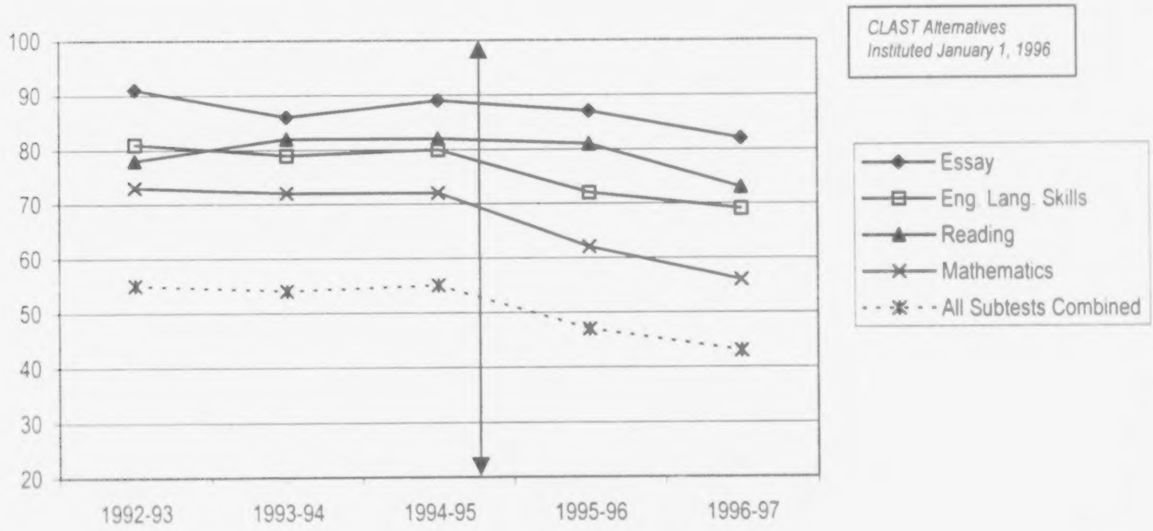


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300 Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4 Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

BREVARD COMMUNITY COLLEGE

Table A1. **Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97**

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**127**[a] (1,410)[b]	**202** (1,437)	**160** (1,457)	**102** (781)	**84** (468)
English Language Skills	**268** (1,411)	**316** (1,437)	**291** (1,456)	**218** (780)	**145** (468)
Reading	**310** (1,411)	**273** (1,438)	**247** (1,454)	**148** (780)	**126** (467)
Mathematics	**395** (1,412)	**374** (1,437)	**422** (1,456)	**310** (886)	**272** (618)
All Subtests Combined	**635**[c] (1,410)[d]	**631** (1,435)	**653** (1,452)	**400** (754)	**247** (434)

[a] Number of students failing a subtest

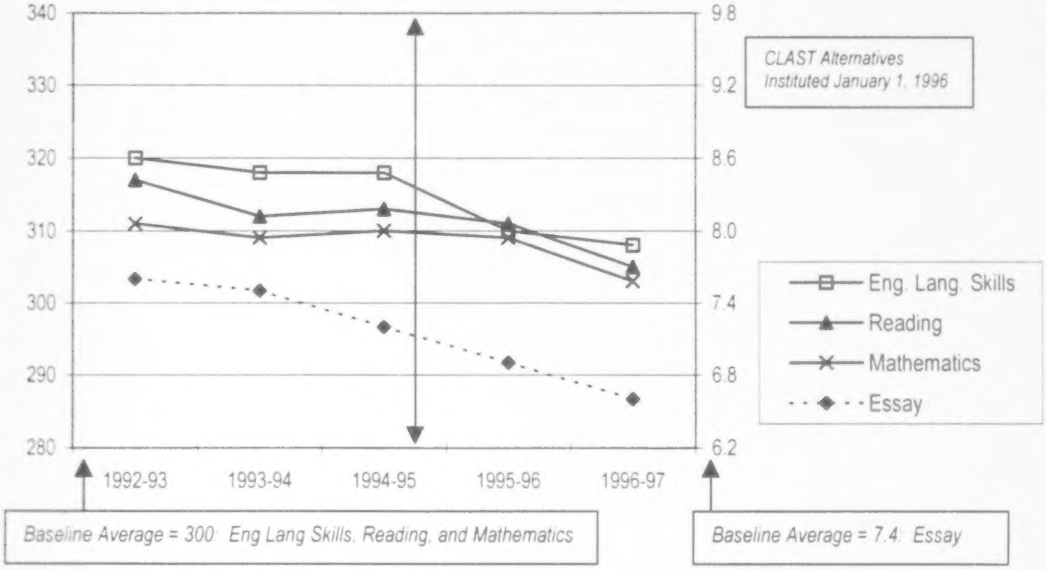
[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

BROWARD COMMUNITY COLLEGE

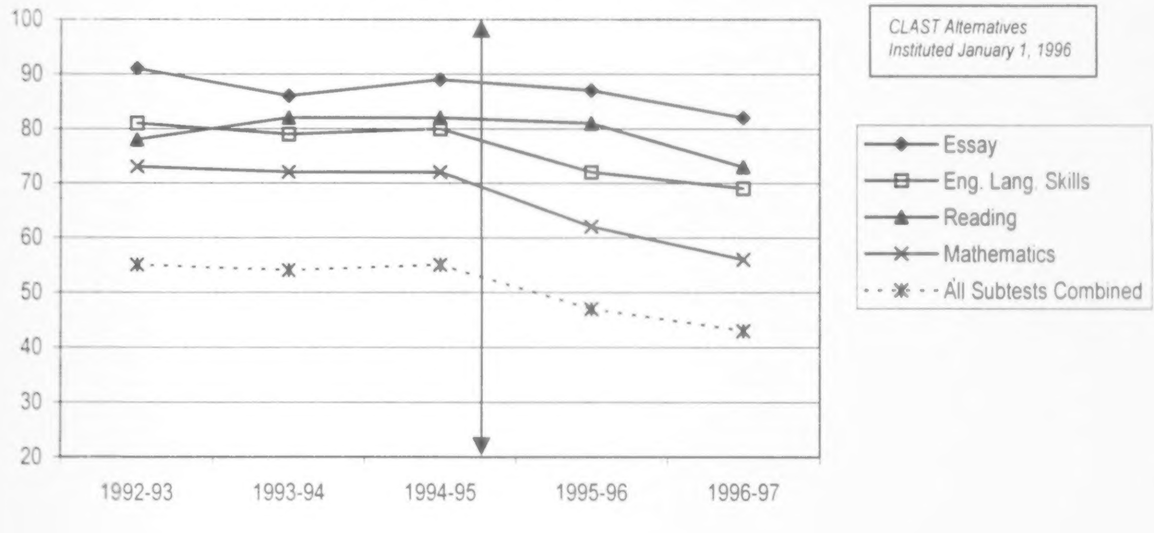
Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300: Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4: Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97


CLAST Alternatives Instituted January 1, 1996

BROWARD COMMUNITY COLLEGE

Table A1. **Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97**

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**239**[a] (1,710)[b]	**314** (1,846)	**314** (1,846)	**282** (1,564)	**268** (1,117)
English Language Skills	**393** (1,709)	**480** (1,846)	**497** (1,842)	**469** (1,563)	**369** (1,119)
Reading	**461** (1,709)	**517** (1,846)	**442** (1,842)	**423** (1,565)	**310** (1,113)
Mathematics	**444** (1,709)	**480** (1,845)	**534** (1,842)	**502** (1,568)	**551** (1,377)
All Subtests Combined	**869**[c] (1,704)[d]	**940** (1,843)	**956** (1,838)	**826** (1,559)	**633** (989)

[a] Number of students failing a subtest
[b] Number of students taking a subtest
[c] Number of students failing to pass all four subtests combined
[d] Number of students taking all four subtests combined

CENTRAL FLORIDA COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

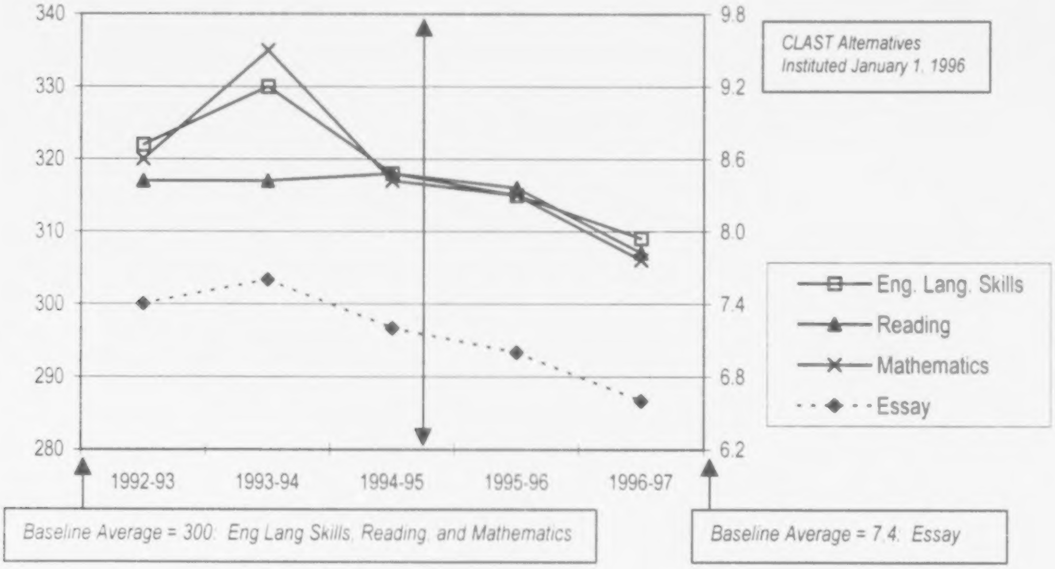
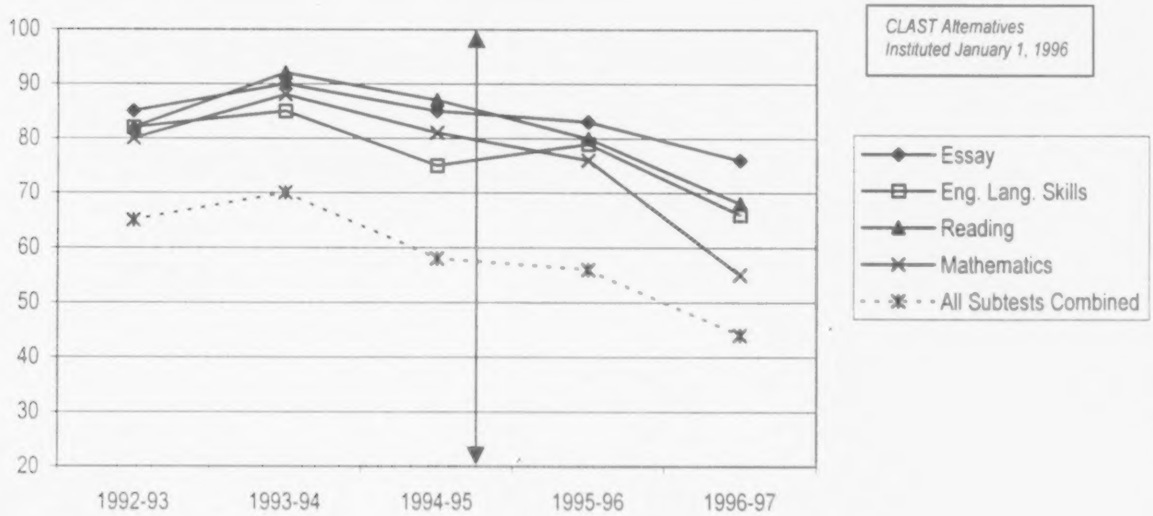


Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CENTRAL FLORIDA COMMUNITY COLLEGE

Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**33**[a] (251)[b]	**53** (442)	**71** (508)	**72** (422)	**79** (328)
English Language Skills	**35** (251)	**71** (422)	**116** (508)	**89** (422)	**111** (328)
Reading	**45** (251)	**66** (442)	**71** (508)	**84** (422)	**104** (328)
Mathematics	**50** (251)	**66** (442)	**97** (508)	**106** (442)	**125** (348)
All Subtests Combined	**90**[c] (251)[d]	**159** (442)	**213** (508)	**176** (401)	**170** (288)

[a] Number of students failing a subtest

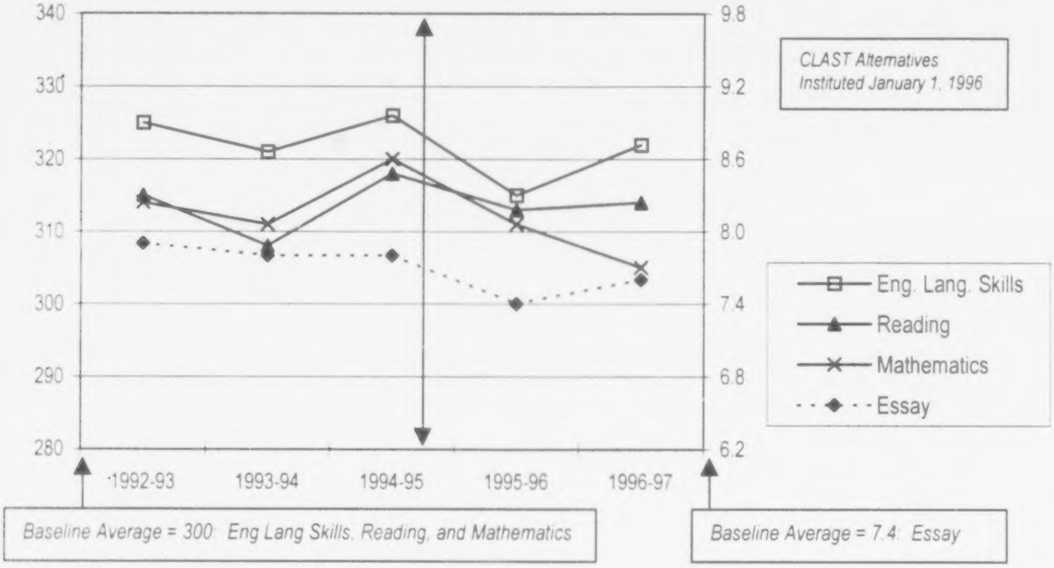
[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

CHIPOLA JUNIOR COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

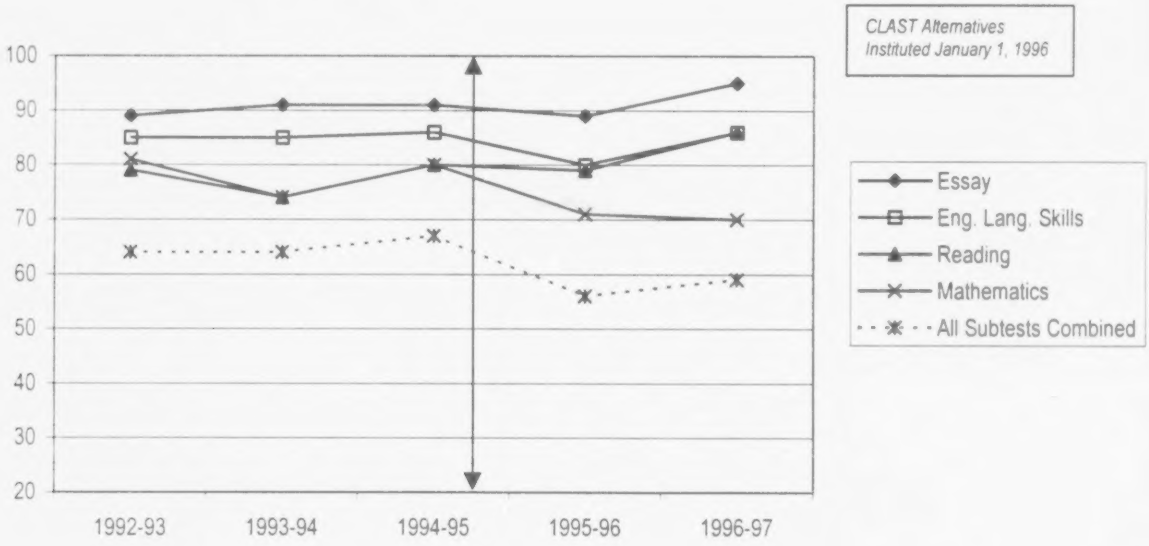


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300: Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4: Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

CHIPOLA JUNIOR COLLEGE

Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**28**[a] (256)[b]	**26** (263)	**15** (193)	**15** (133)	**4** (74)
English Language Skills	**38** (256)	**50** (263)	**27** (193)	**13** (133)	**10** (74)
Reading	**54** (256)	**47** (263)	**29** (193)	**15** (132)	**10** (76)
Mathematics	**49** (256)	**58** (263)	**39** (193)	**42** (139)	**19** (94)
All Subtests Combined	**95**[c] (256)[d]	**100** (263)	**67** (193)	**58** (131)	**26** (63)

[a] Number of students failing a subtest

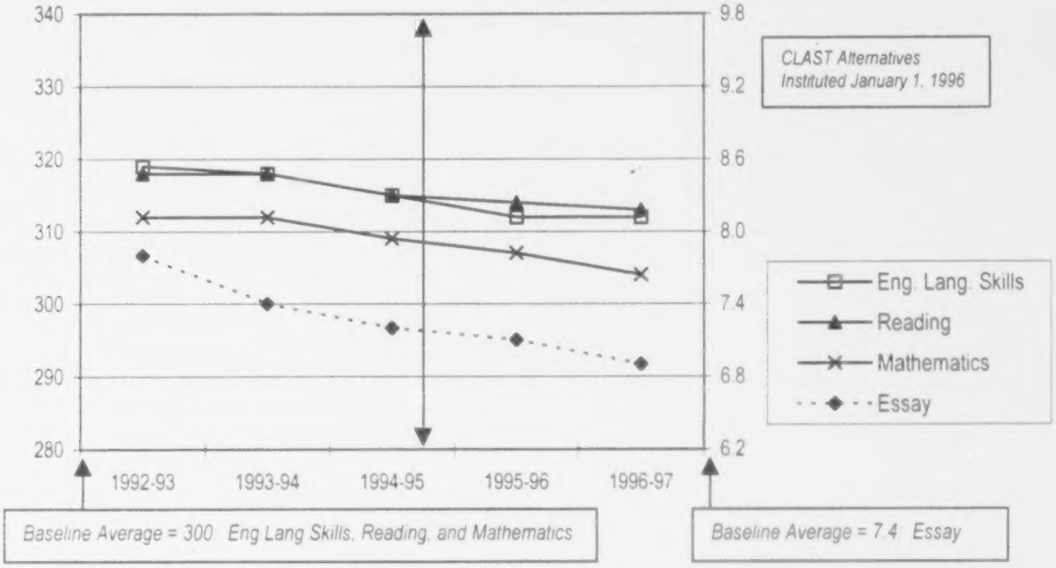
[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

DAYTONA BEACH COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

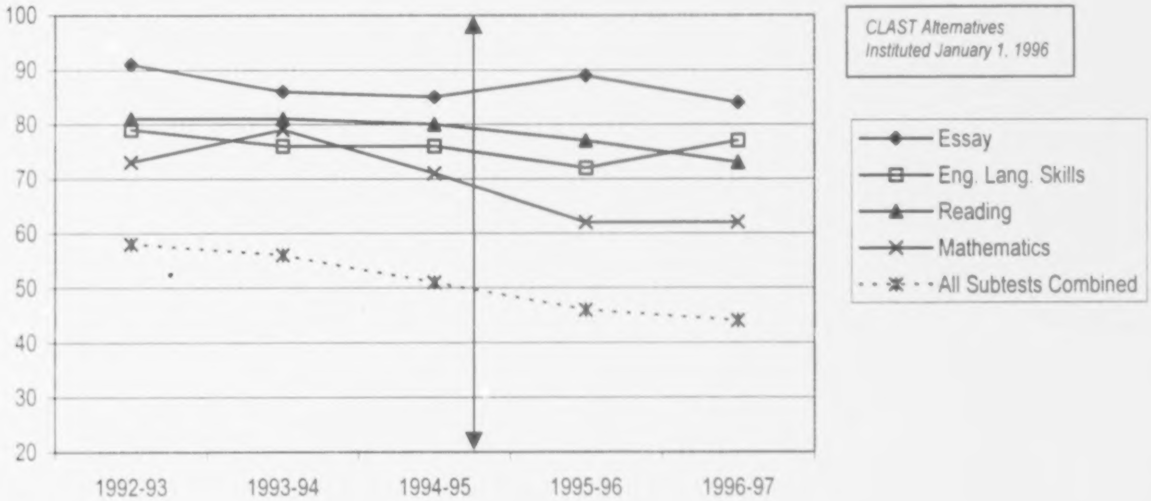


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300 Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4 Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

DAYTONA BEACH COMMUNITY COLLEGE

Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**73**[a] (810)[b]	**139** (929)	**128** (880)	**112** (862)	**72** (453)
English Language Skills	**170** (811)	**204** (929)	**211** (880)	**155** (862)	**104** (454)
Reading	**154** (811)	**186** (928)	**176** (880)	**198** (862)	**123** (454)
Mathematics	**219** (811)	**223** (928)	**255** (880)	**327** (862)	**191** (454)
All Subtests Combined	**348**[c] (810)[d]	**408** (928)	**430** (878)	**465** (861)	**241** (431)

[a] Number of students failing a subtest

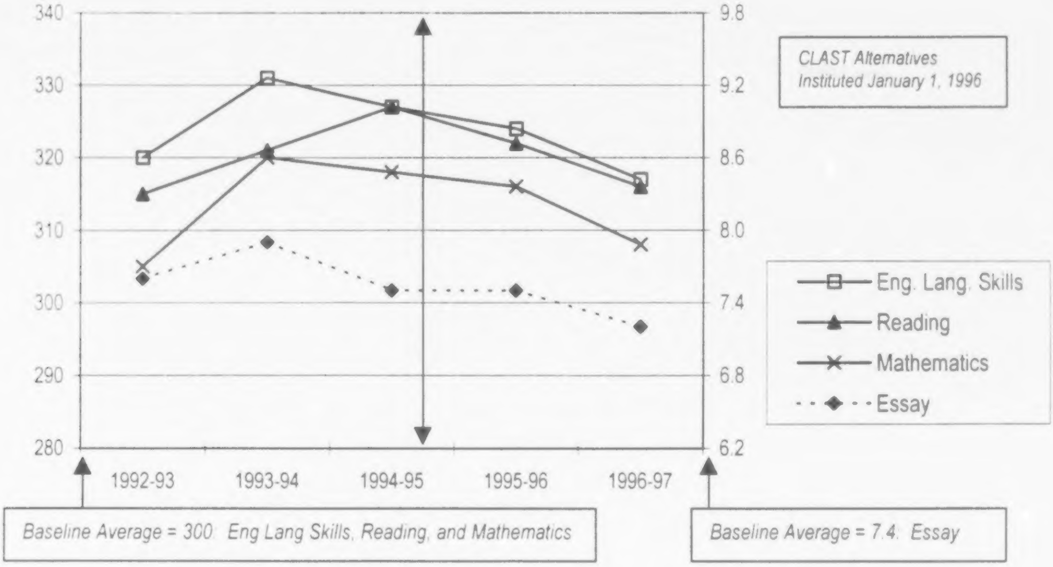
[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

EDISON COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

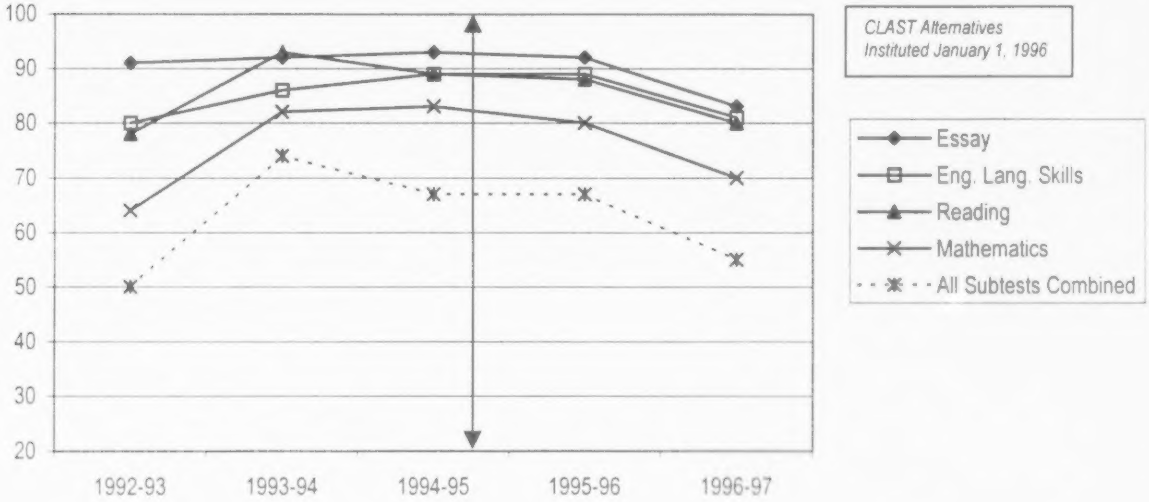


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300: Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4: Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

EDISON COMMUNITY COLLEGE

Table A1. **Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97**

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**88**[a] (983)[b]	**48** (594)	**60** (747)	**43** (533)	**30** (174)
English Language Skills	**196** (982)	**48** (594)	**90** (750)	**59** (532)	**33** (174)
Reading	**226** (982)	**47** (594)	**90** (750)	**64** (532)	**36** (178)
Mathematics	**354** (983)	**83** (596)	**128** (751)	**108** (541)	**57** (189)
All Subtests Combined	**491**[c] (982)[d]	**154** (593)	**247** (747)	**172** (522)	**68** (150)

[a] Number of students failing a subtest

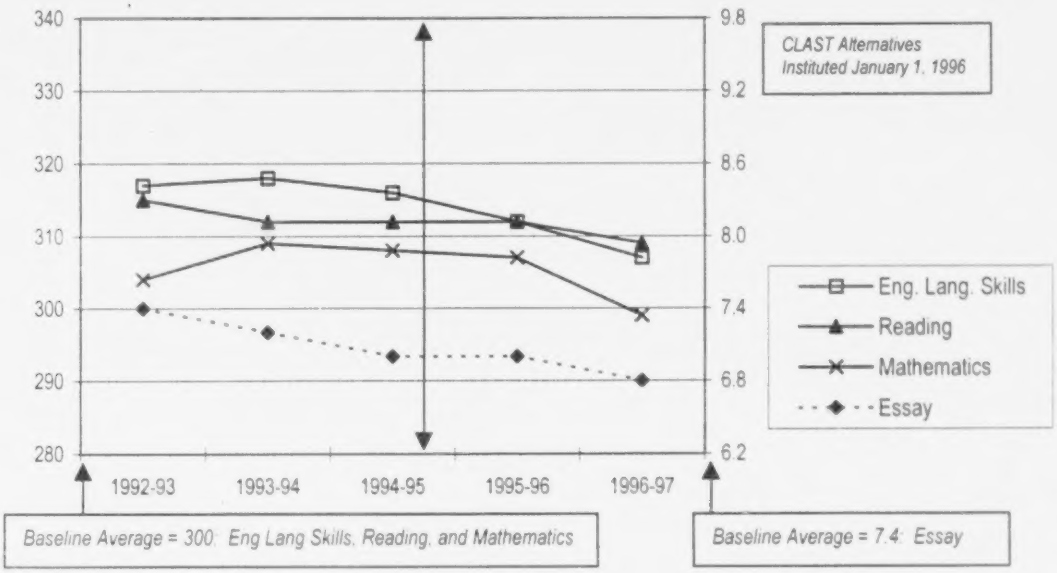
[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

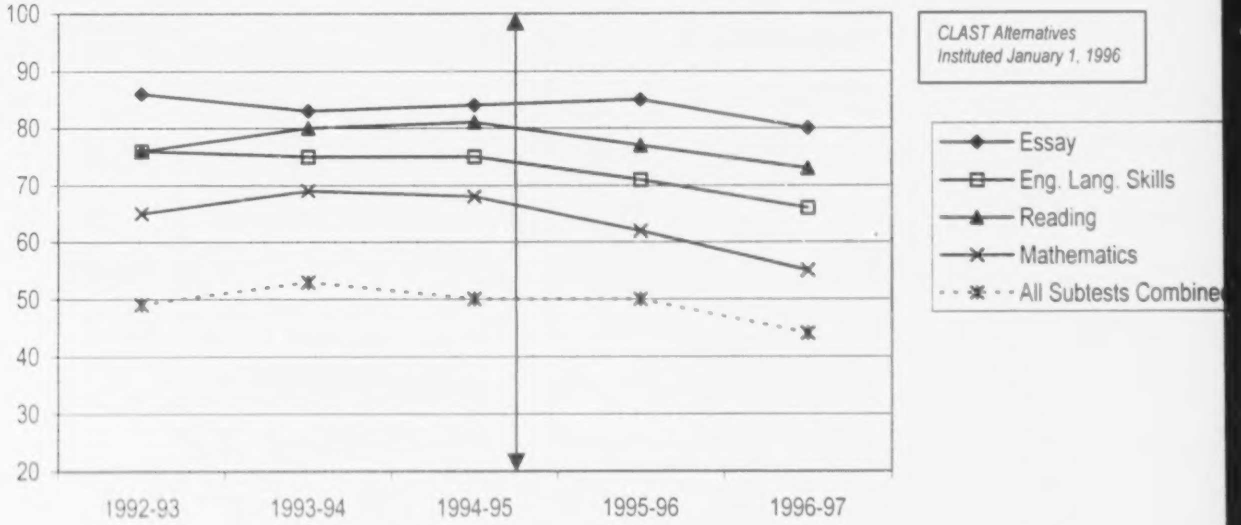


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300: Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4: Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**235**[a] (1,680)[b]	**306** (1,799)	**312** (1,950)	**118** (784)	**115** (574)
English Language Skills	**472** (1,684)	**469** (1,802)	**488** (1,950)	**228** (786)	**194** (571)
Reading	**404** (1,684)	**396** (1,802)	**371** (1,952)	**181** (787)	**162** (579)
Mathematics	**589** (1,682)	**610** (1,796)	**643** (1,947)	**263** (691)	**236** (524)
All Subtests Combined	**872**[c] (1,677)[d]	**914** (1,793)	**973** (1,945)	**291** (583)	**198** (353)

[a] Number of students failing a subtest

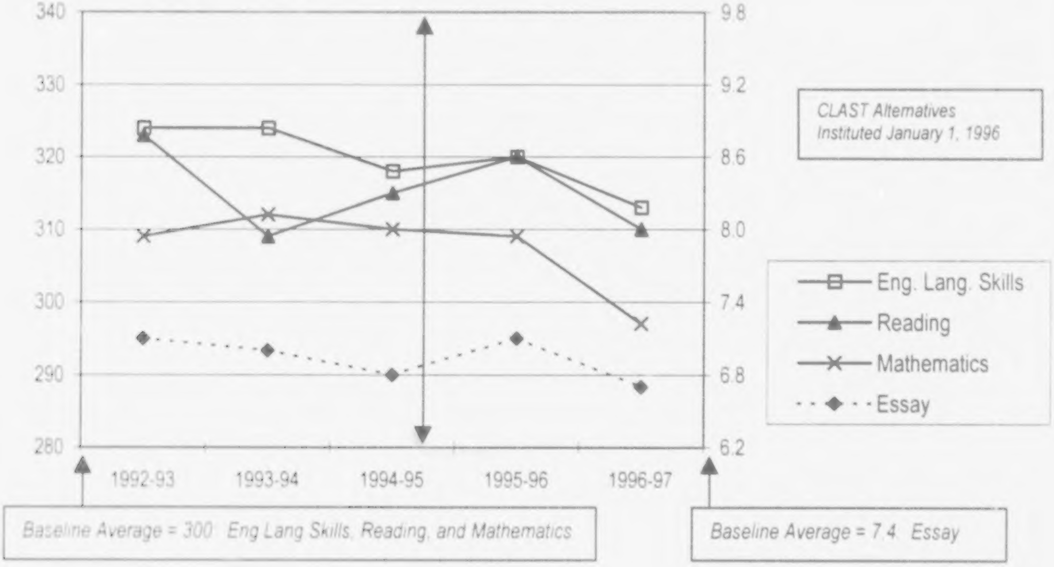
[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

FLORIDA KEYS COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

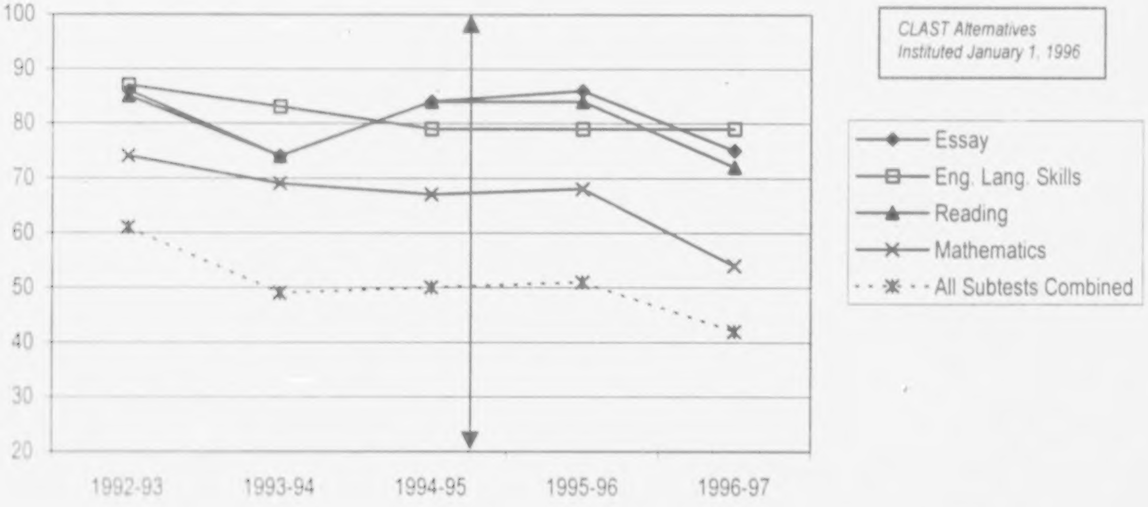


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300: Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4: Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

FLORIDA KEYS COMMUNITY COLLEGE

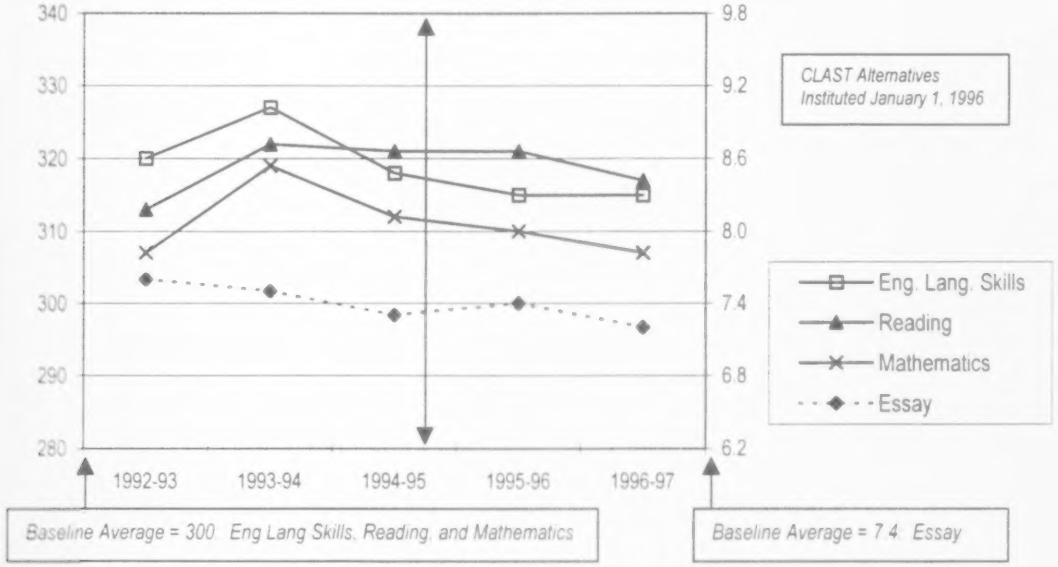
Table A1. **Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97**

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**16**[a] (117)[b]	**26** (132)	**14** (86)	**15** (104)	**7** (28)
English Language Skills	**15** (117)	**27** (133)	**18** (86)	**22** (104)	**6** (28)
Reading	**18** (117)	**24** (133)	**18** (86)	**16** (104)	**8** (29)
Mathematics	**30** (117)	**35** (134)	**28** (89)	**33** (103)	**17** (39)
All Subtests Combined	**46**[c] (117)[d]	**64** (131)	**43** (86)	**50** (103)	**15** (26)

[a] Number of students failing a subtest
[b] Number of students taking a subtest
[c] Number of students failing to pass all four subtests combined
[d] Number of students taking all four subtests combined

GULF COAST COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

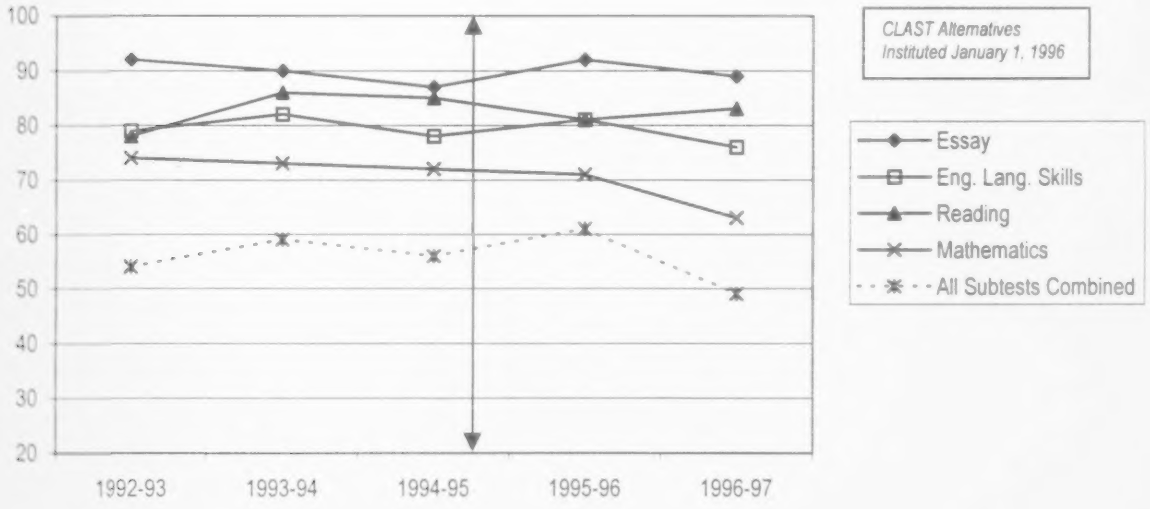


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300 Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4 Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

GULF COAST COMMUNITY COLLEGE

Table A1. **Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97**

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**35**[a] (388)[b]	**59** (493)	**60** (461)	**10** (126)	**22** (200)
English Language Skills	**82** (389)	**97** (493)	**97** (461)	**24** (127)	**18** (201)
Reading	**82** (389)	**89** (493)	**65** (461)	**24** (127)	**34** (202)
Mathematics	**128** (388)	**138** (493)	**128** (458)	**47** (154)	**86** (232)
All Subtests Combined	**178**[c] (386)[d]	**211** (491)	**206** (458)	**45** (115)	**93** (182)

[a] Number of students failing a subtest
[b] Number of students taking a subtest
[c] Number of students failing to pass all four subtests combined
[d] Number of students taking all four subtests combined

HILLSBOROUGH COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

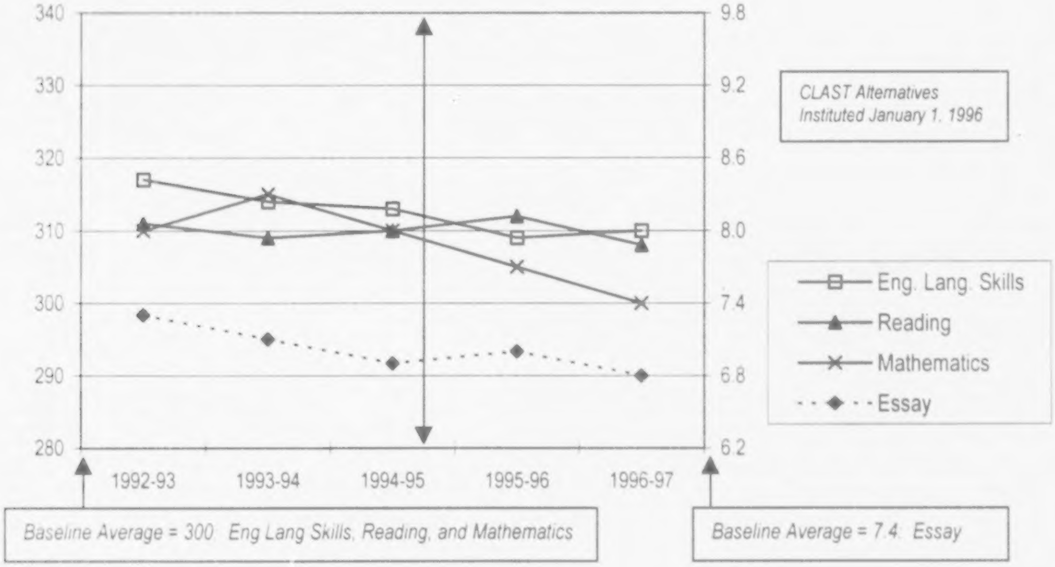
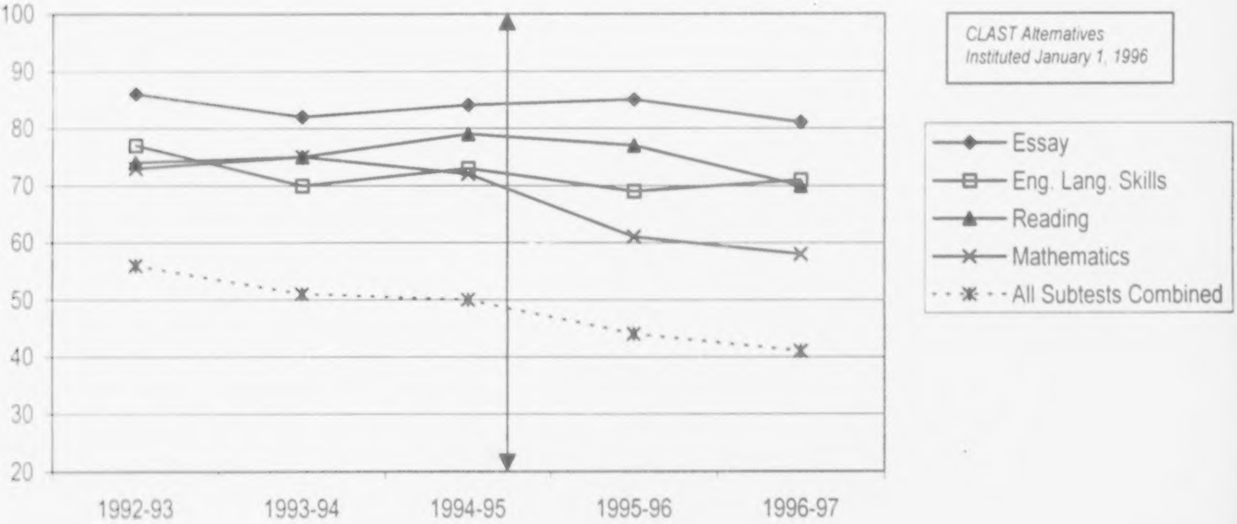


Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



HILLSBOROUGH COMMUNITY COLLEGE

Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**251**[a] (1,790)[b]	**296** (1,851)	**306** (1,802)	**204** (1,359)	**105** (552)
English Language Skills	**412** (1,791)	**481** (1,851)	**488** (1,807)	**421** (1,359)	**160** (552)
Reading	**430** (1,791)	**500** (1,851)	**379** (1,803)	**315** (1,359)	**165** (551)
Mathematics	**484** (1,792)	**536** (1,849)	**505** (1,802)	**540** (1,386)	**255** (607)
All Subtests Combined	**877**[c] (1,789)[d]	**925** (1,849)	**899** (1,798)	**753** (1,345)	**283** (479)

[a] Number of students failing a subtest

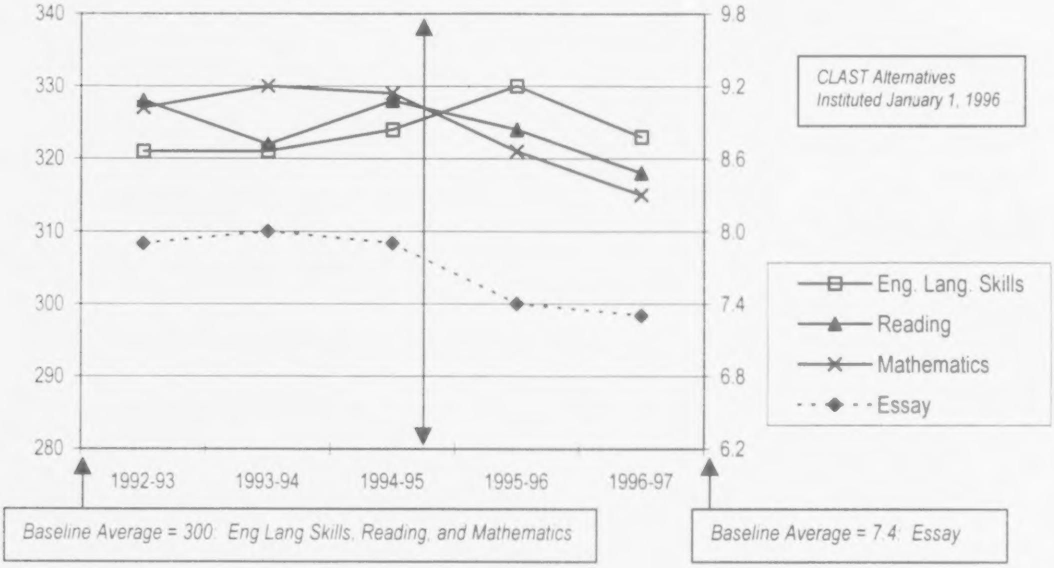
[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

INDIAN RIVER COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

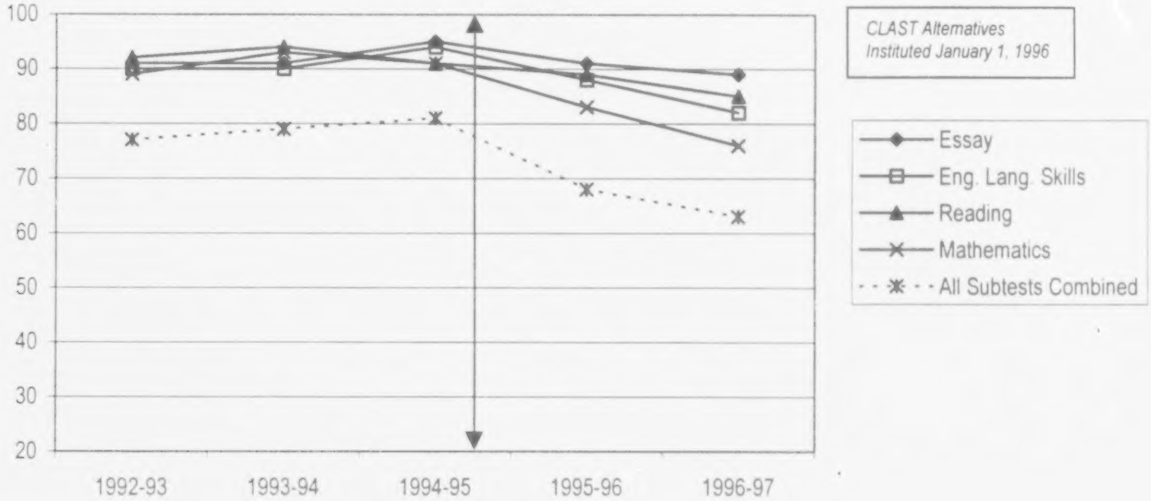


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300: Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4: Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

INDIAN RIVER COMMUNITY COLLEGE

Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**42**[a] (523)[b]	**43** (532)	**27** (538)	**36** (400)	**30** (271)
English Language Skills	**47** (524)	**48** (532)	**32** (539)	**48** (400)	**49** (271)
Reading	**42** (524)	**48** (532)	**43** (539)	**44** (400)	**41** (273)
Mathematics	**57** (522)	**64** (532)	**49** (539)	**69** (403)	**65** (271)
All Subtests Combined	**120**[c] (521)[d]	**133** (532)	**102** (538)	**124** (387)	**81** (218)

[a] Number of students failing a subtest

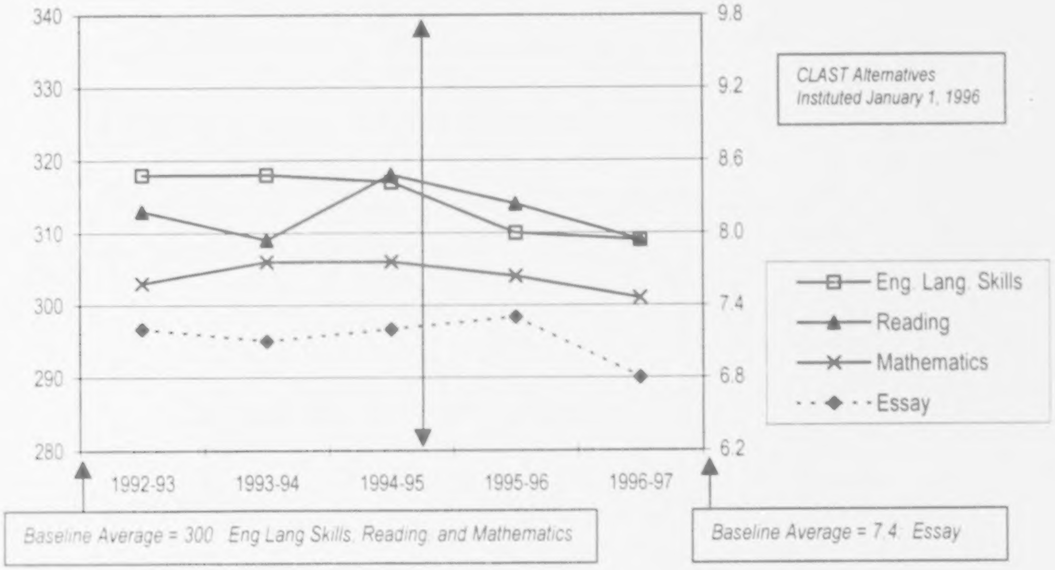
[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

LAKE CITY COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

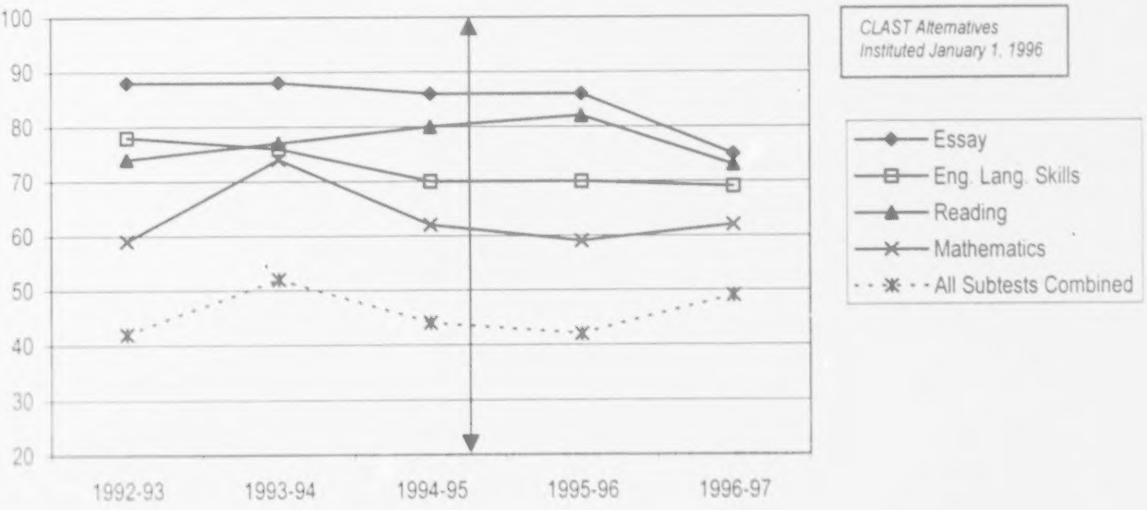


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300 Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4: Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

LAKE CITY COMMUNITY COLLEGE

Table A1. **Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97**

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**22**[a] (186)[b]	**19** (174)	**27** (194)	**18** (127)	**16** (64)
English Language Skills	**41** (187)	**44** (174)	**58** (194)	**38** (127)	**20** (64)
Reading	**49** (187)	**40** (174)	**39** (194)	**23** (130)	**17** (63)
Mathematics	**78** (187)	**59** (174)	**74** (194)	**69** (169)	**36** (95)
All Subtests Combined	**108**[c] (186)[d]	**89** (174)	**109** (194)	**73** (125)	**26** (51)

[a] Number of students failing a subtest

[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

LAKE SUMTER COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

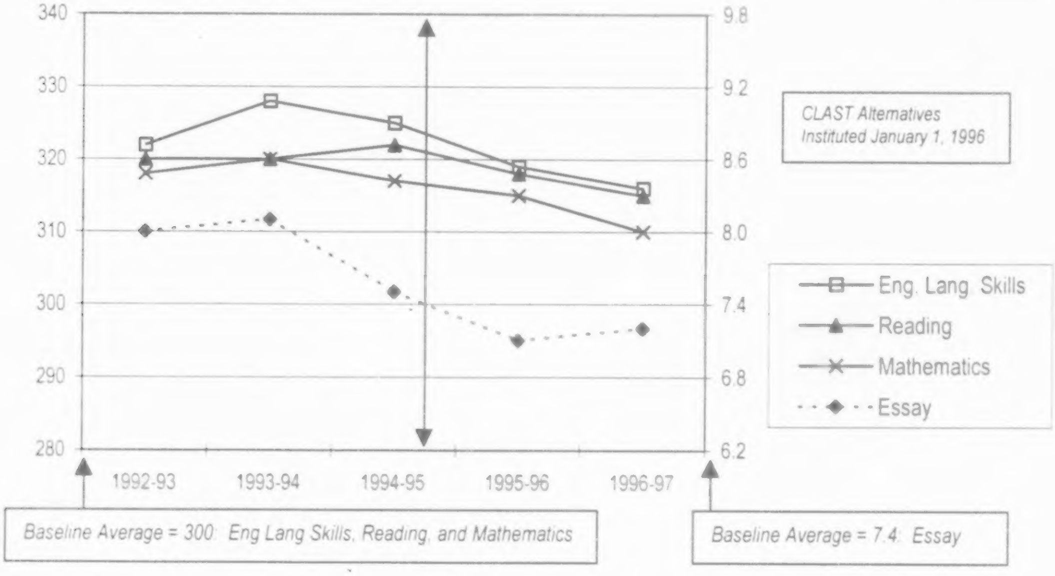
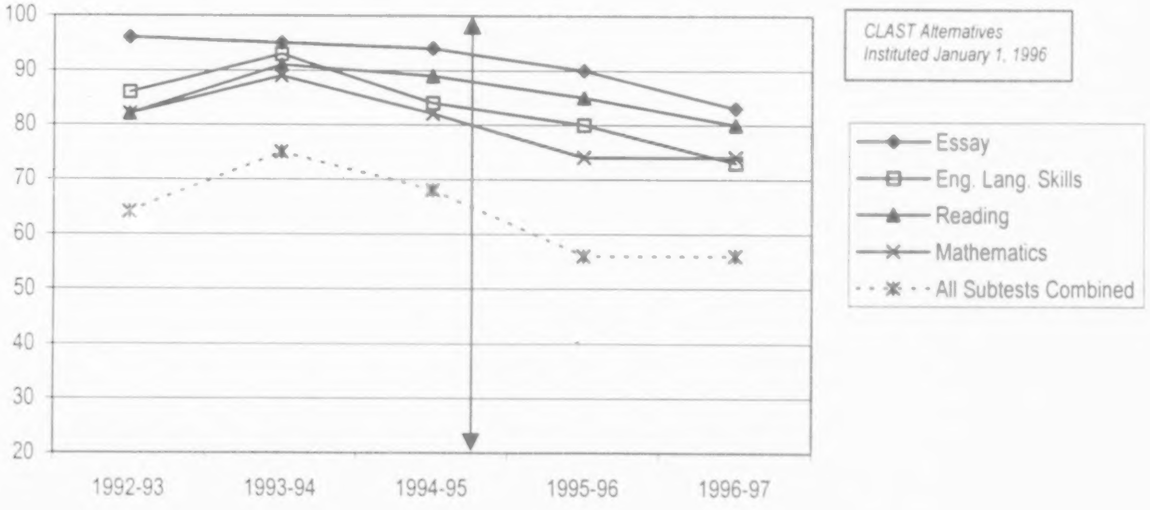
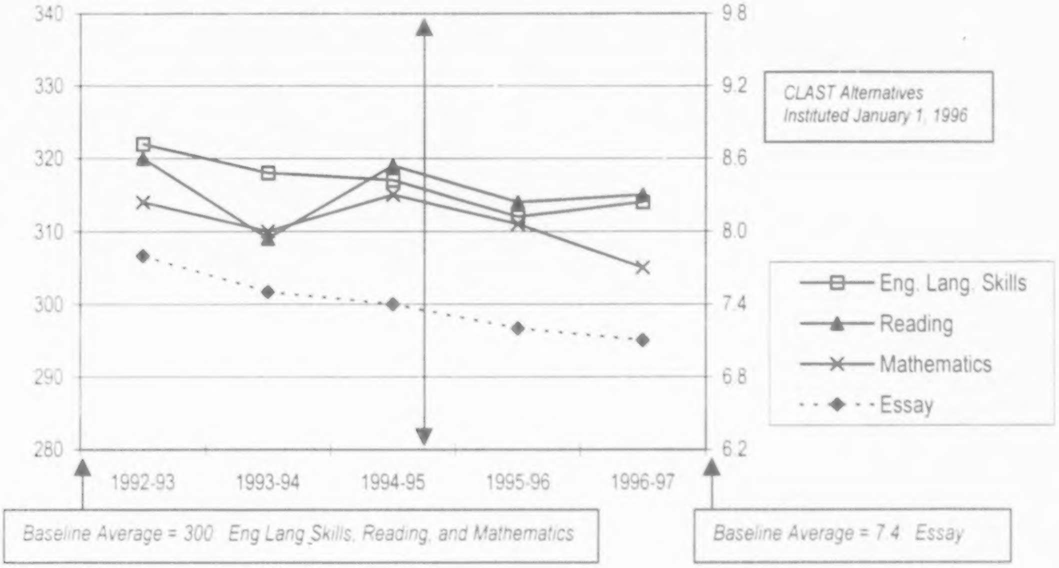


Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



MANATEE COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

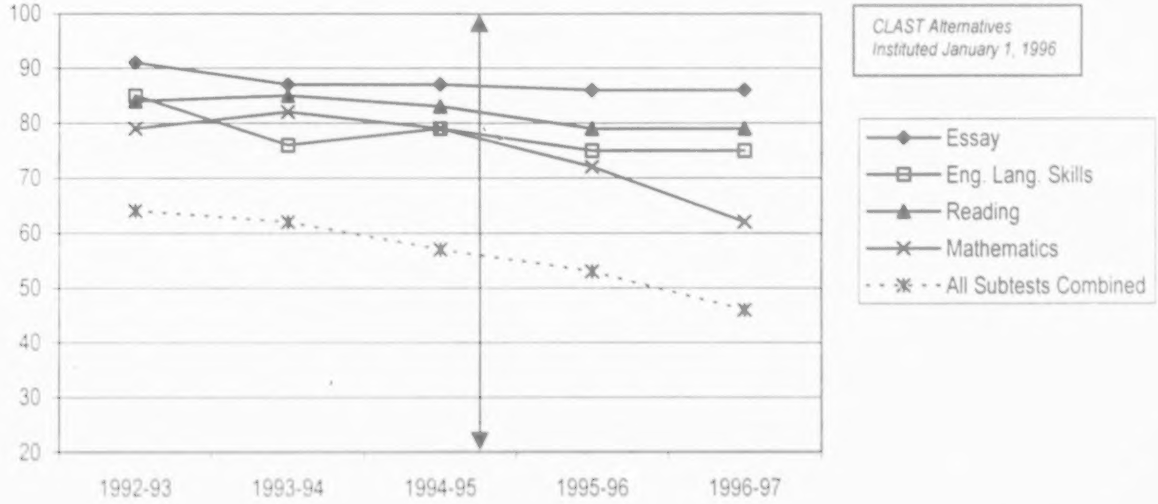


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300 Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4 Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

MANATEE COMMUNITY COLLEGE

Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**49**[a] (549)[b]	**87** (672)	**82** (630)	**55** (389)	**32** (229)
English Language Skills	**83** (550)	**121** (672)	**139** (630)	**97** (389)	**57** (229)
Reading	**88** (550)	**101** (672)	**101** (630)	**81** (386)	**47** (223)
Mathematics	**116** (550)	**121** (672)	**138** (629)	**133** (478)	**117** (309)
All Subtests Combined	**203**[c] (548)[d]	**248** (669)	**270** (629)	**169** (360)	**92** (170)

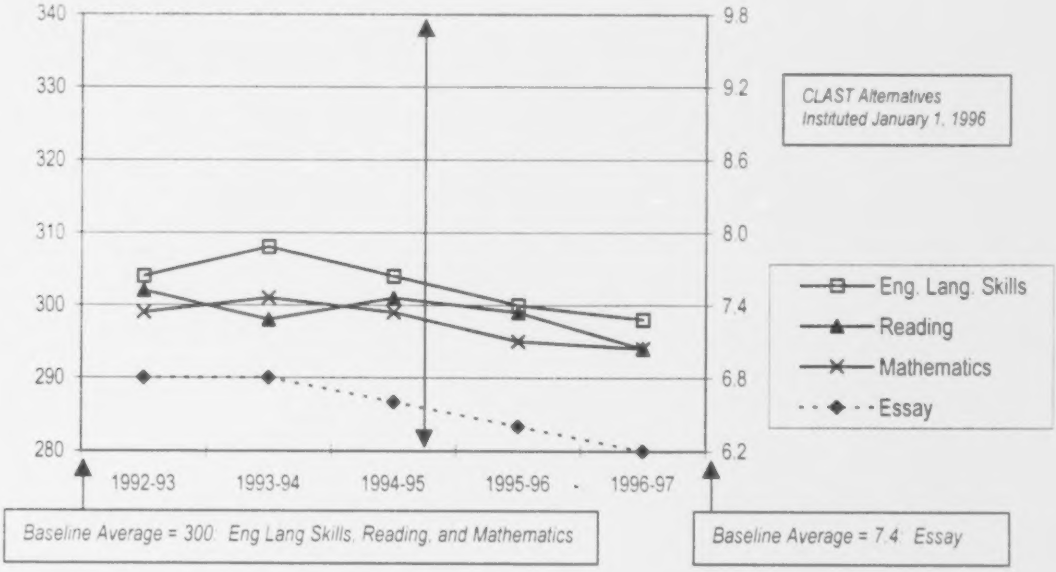
[a] Number of students failing a subtest

[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

MIAMI-DADE COMMUNITY COLLEGE

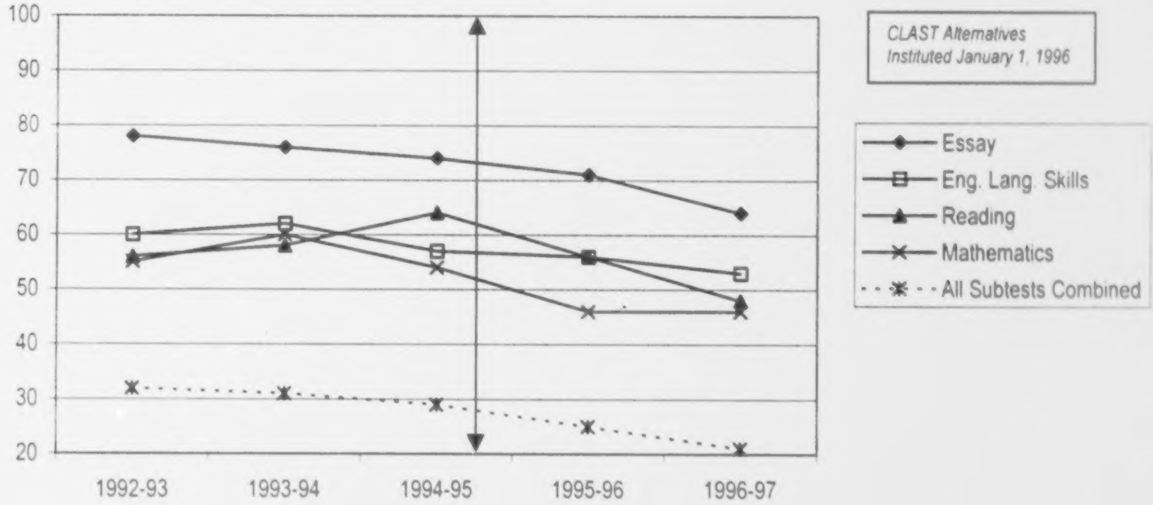


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300: Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4: Essay

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

MIAMI-DADE COMMUNITY COLLEGE

Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**994**[a] (4,520)[b]	**1,143** (4,572)	**1,198** (4,606)	**1,080** (3,724)	**744** (2,066)
English Language Skills	**1,809** (4,522)	**1,234** (4,572)	**1,982** (4,610)	**1,638** (3,722)	**972** (2,068)
Reading	**1,944** (4,522)	**1,874** (4,571)	**1,659** (4,608)	**1,637** (3,720)	**1,075** (2,068)
Mathematics	**2,031** (4,514)	**2,057** (4,571)	**1,980** (4,604)	**2,108** (3,903)	**1,534** (2,840)
All Subtests Combined	**3,066**[c] (4,509)[d]	**3,193** (4,561)	**3,259** (4,590)	**2,750** (3,666)	**1,494** (1,891)

[a] Number of students failing a subtest

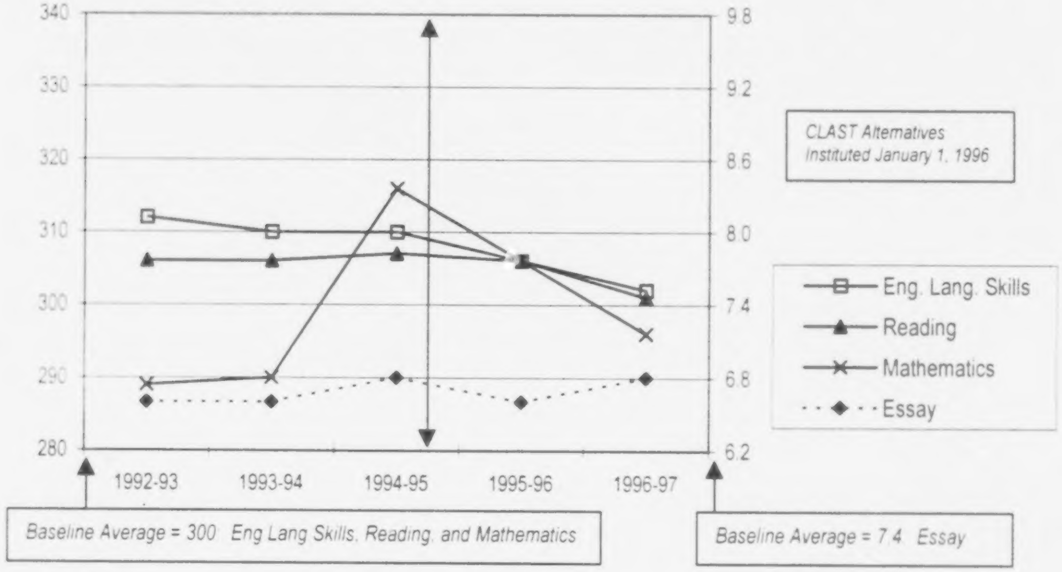
[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

NORTH FLORIDA JUNIOR COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

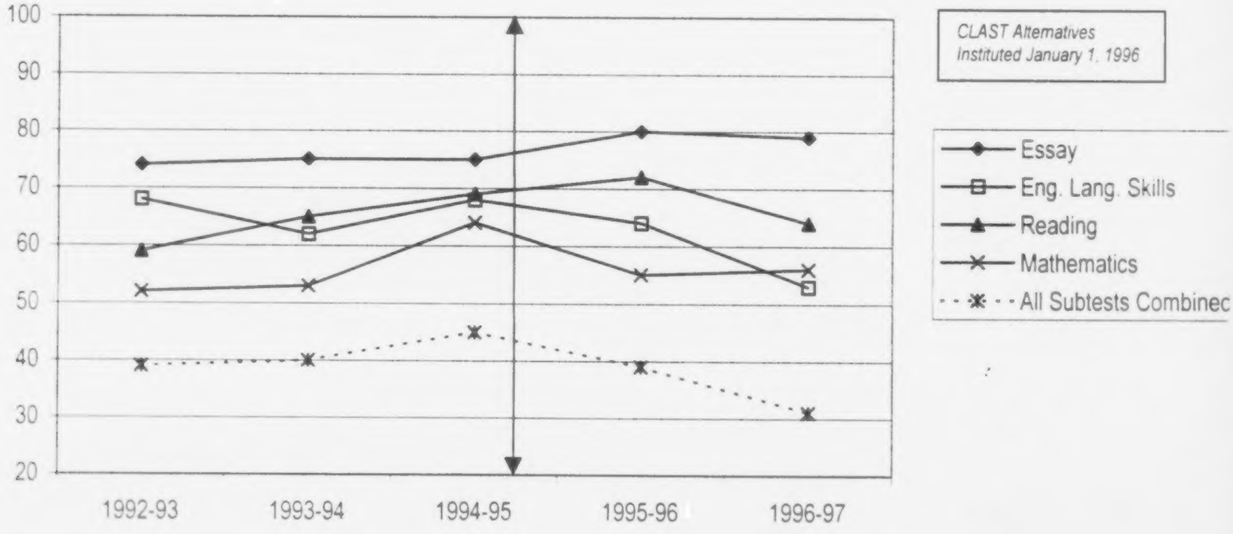


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300 Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4 Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

NORTH FLORIDA JUNIOR COLLEGE

Table A1. **Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97**

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**41**[a] (146)[b]	**43** (180)	**38** (145)	**26** (128)	**12** (57)
English Language Skills	**47** (146)	**56** (181)	**46** (143)	**46** (128)	**27** (57)
Reading	**61** (146)	**51** (181)	**46** (145)	**36** (128)	**22** (61)
Mathematics	**69** (146)	**53** (148)	**40** (119)	**50** (110)	**47** (107)
All Subtests Combined	**96**[c] (146)[d]	**74** (139)	**56** (104)	**63** (103)	**37** (54)

[a] Number of students failing a subtest

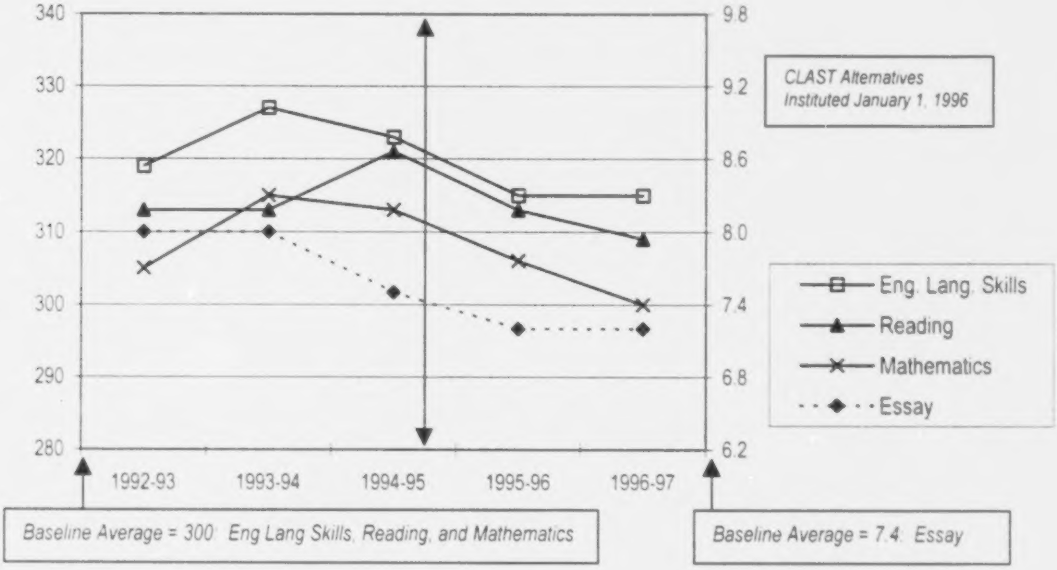
[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

OKALOOSA-WATSON COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

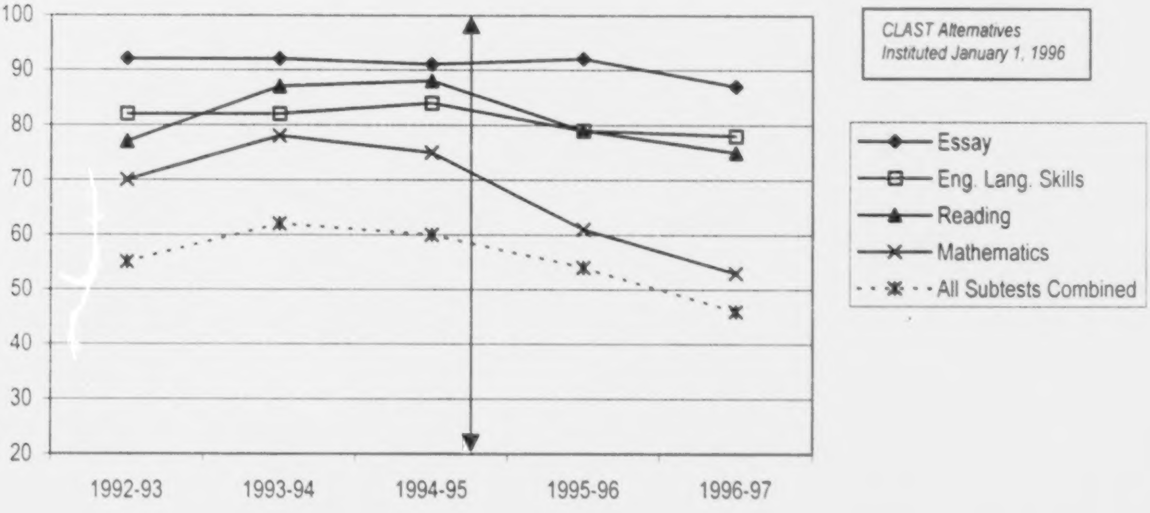


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300: Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4: Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

OKALOOSA-WALTON COMMUNITY COLLEGE

Table A1. **Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97**

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**42**[a] (531)[b]	**52** (582)	**54** (598)	**16** (203)	**27** (208)
English Language Skills	**101** (531)	**93** (583)	**96** (600)	**43** (203)	**46** (207)
Reading	**122** (531)	**93** (584)	**78** (599)	**43** (203)	**52** (209)
Mathematics	**158** (525)	**118** (539)	**149** (574)	**76** (195)	**96** (204)
All Subtests Combined	**222**[c] (516)[d]	**183** (495)	**196** (491)	**65** (147)	**73** (136)

[a] Number of students failing a subtest

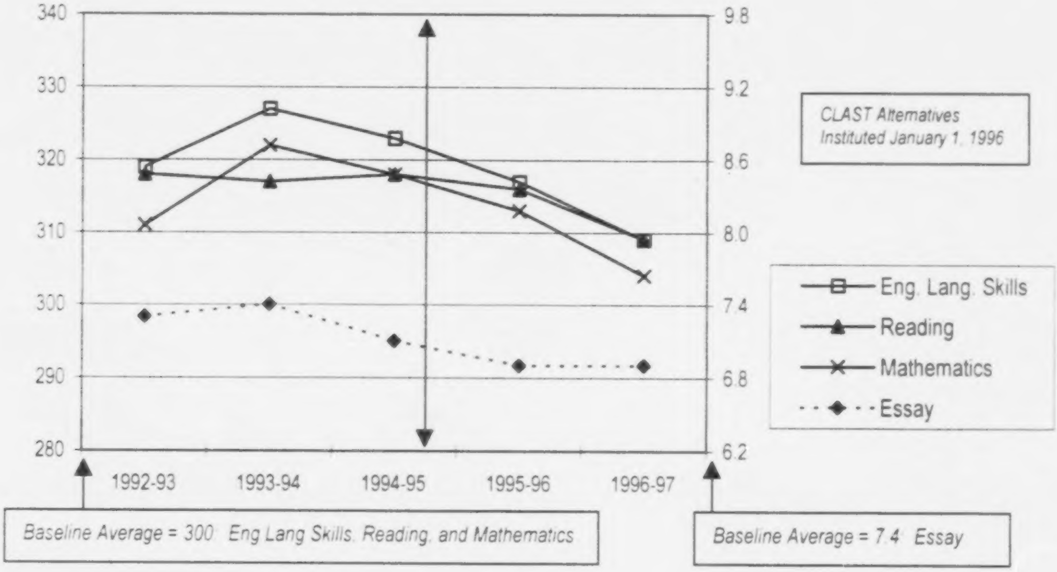
[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

PALM BEACH COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

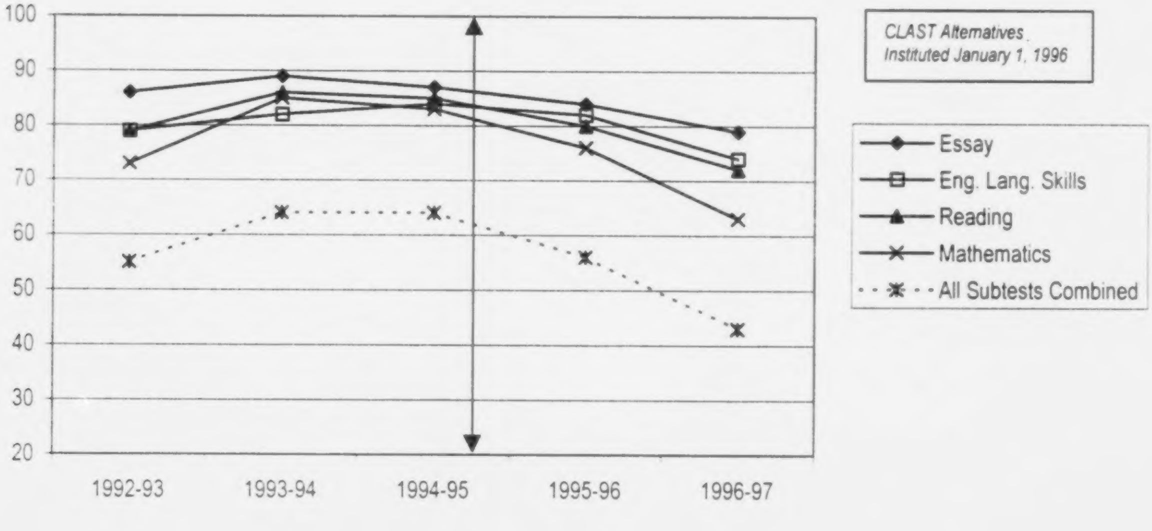


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300 Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4 Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

PALM BEACH COMMUNITY COLLEGE

Table A1. **Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97**

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**141**[a] (1,006)[b]	**147** (1,049)	**152** (1,168)	**130** (810)	**66** (313)
English Language Skills	**211** (1,007)	**168** (1,049)	**187** (1,170)	**146** (811)	**81** (310)
Reading	**211** (1,007)	**168** (1,049)	**164** (1,170)	**162** (811)	**89** (319)
Mathematics	**271** (1,005)	**177** (1,044)	**198** (1,163)	**193** (805)	**137** (371)
All Subtests Combined	**452**[c] (1,004)[d]	**397** (1,044)	**430** (1,161)	**337** (767)	**144** (252)

[a] Number of students failing a subtest

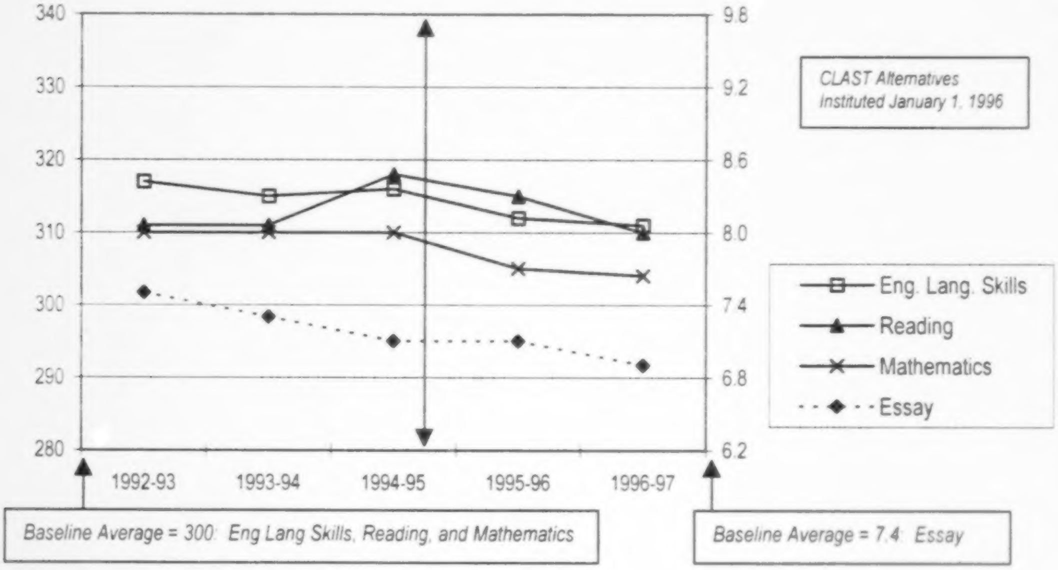
[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

PASCO-HERNANDO COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

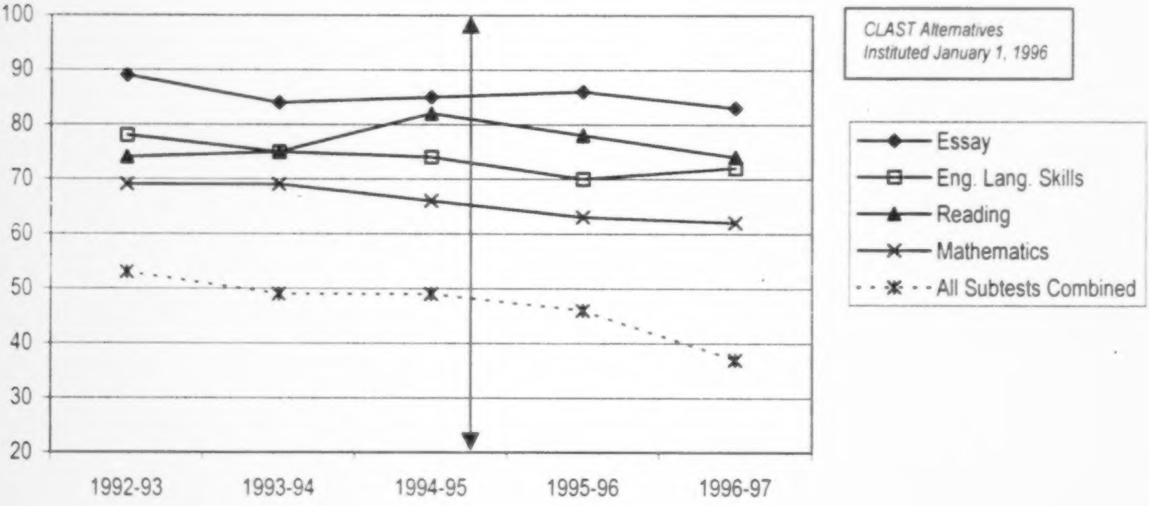


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300: Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4: Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

PASCO-HERNANDO COMMUNITY COLLEGE

Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**53**[a] (483)[b]	**81** (450)	**66** (440)	**51** (363)	**36** (211)
English Language Skills	**101** (483)	**108** (451)	**115** (441)	**109** (363)	**59** (210)
Reading	**126** (483)	**117** (451)	**75** (441)	**80** (363)	**55** (210)
Mathematics	**150** (483)	**144** (451)	**149** (439)	**135** (365)	**100** (263)
All Subtests Combined	**227**[c] (483)[d]	**234** (450)	**223** (438)	**195** (361)	**123** (196)

[a] Number of students failing a subtest

[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

PENSACOLA JUNIOR COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

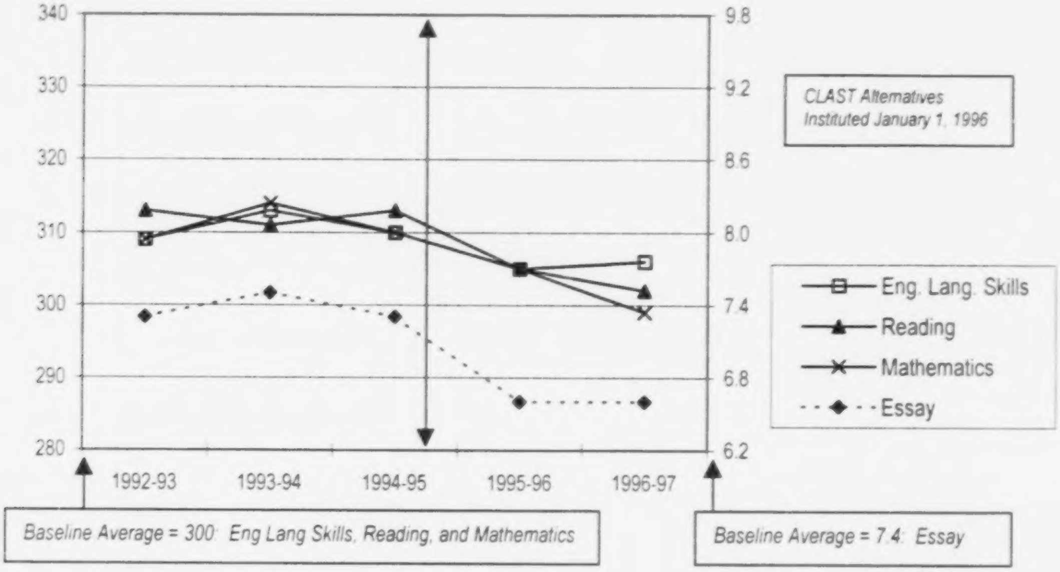
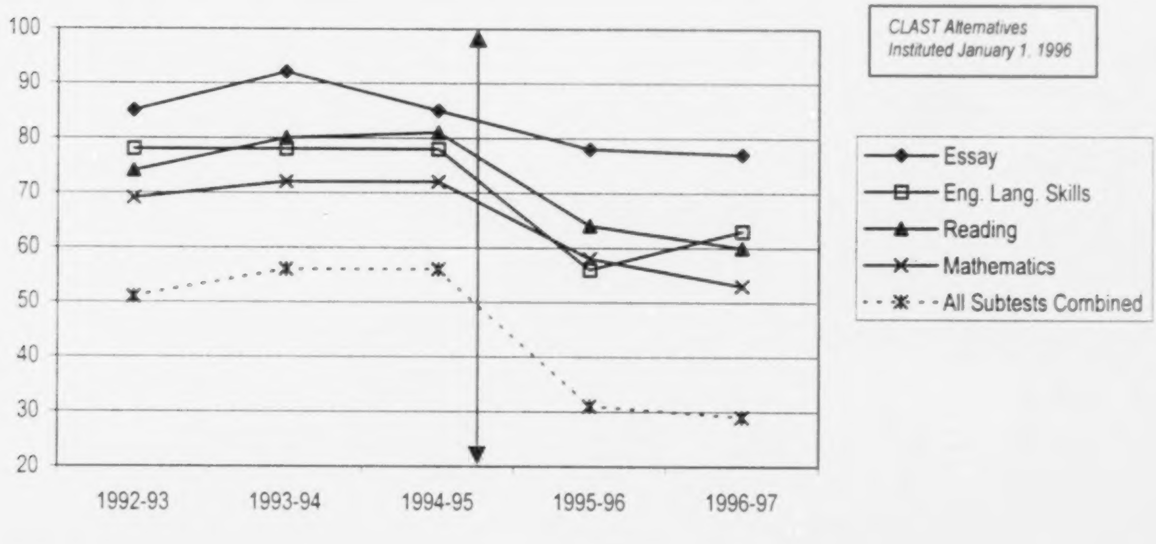


Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



PENSACOLA JUNIOR COLLEGE

Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**132**[a] (1,016)[b]	**113** (1,029)	**125** (895)	**43** (197)	**46** (199)
English Language Skills	**214** (1,015)	**203** (1,030)	**197** (896)	**88** (200)	**73** (196)
Reading	**264** (1,016)	**216** (1,029)	**170** (896)	**75** (208)	**86** (216)
Mathematics	**325** (1,016)	**288** (1,030)	**251** (895)	**165** (393)	**218** (464)
All Subtests Combined	**507**[c] (1,014)[d]	**451** (1,025)	**420** (893)	**123** (197)	**124** (175)

[a] Number of students failing a subtest

[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

POLK COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

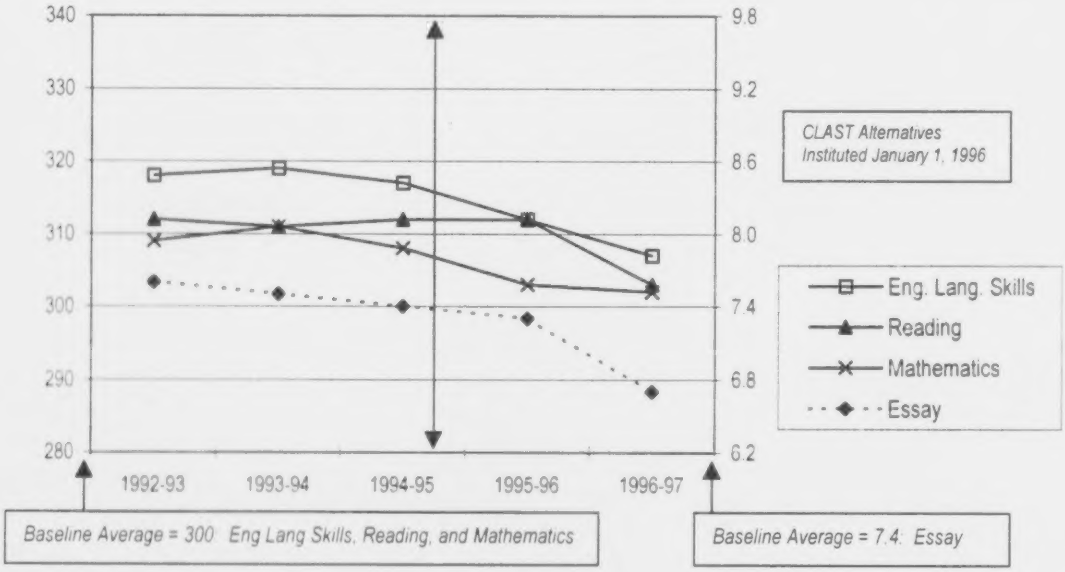
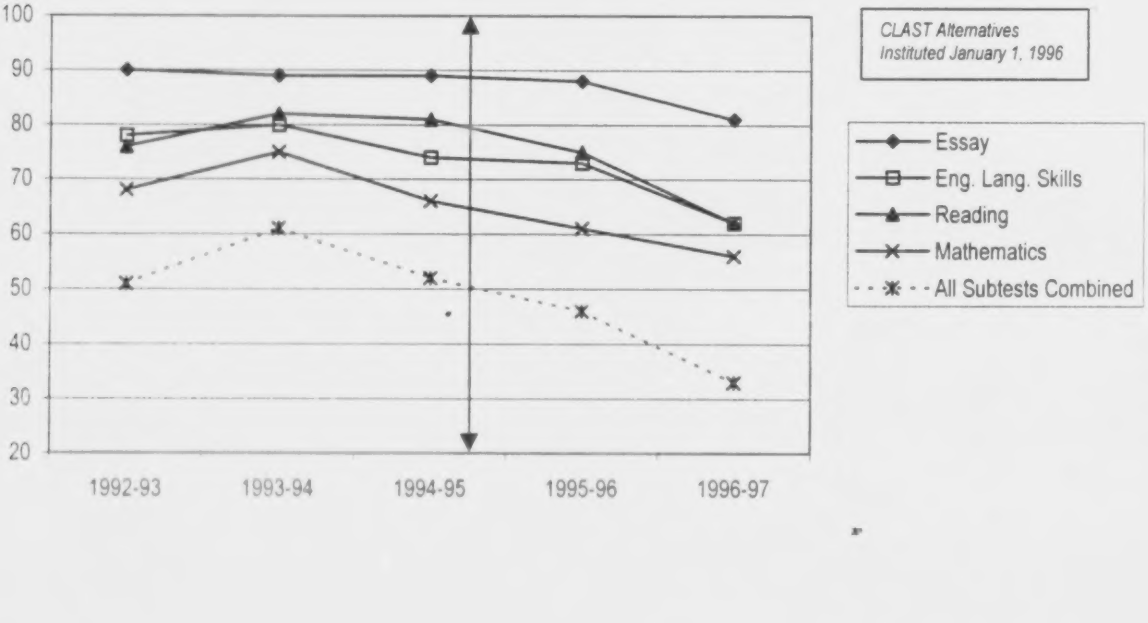


Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



POLK COMMUNITY COLLEGE

Table A1. **Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97**

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**69**[a] (694)[b]	**79** (656)	**66** (602)	**55** (460)	**47** (245)
English Language Skills	**153** (694)	**131** (656)	**157** (603)	**124** (460)	**93** (245)
Reading	**167** (694)	**138** (655)	**175** (603)	**115** (460)	**97** (255)
Mathematics	**222** (693)	**189** (651)	**205** (604)	**186** (477)	**186** (422)
All Subtests Combined	**339**[c] (692)[d]	**286** (651)	**294** (600)	**248** (460)	**153** (228)

[a] Number of students failing a subtest

[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

ST. JOHNS RIVER COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

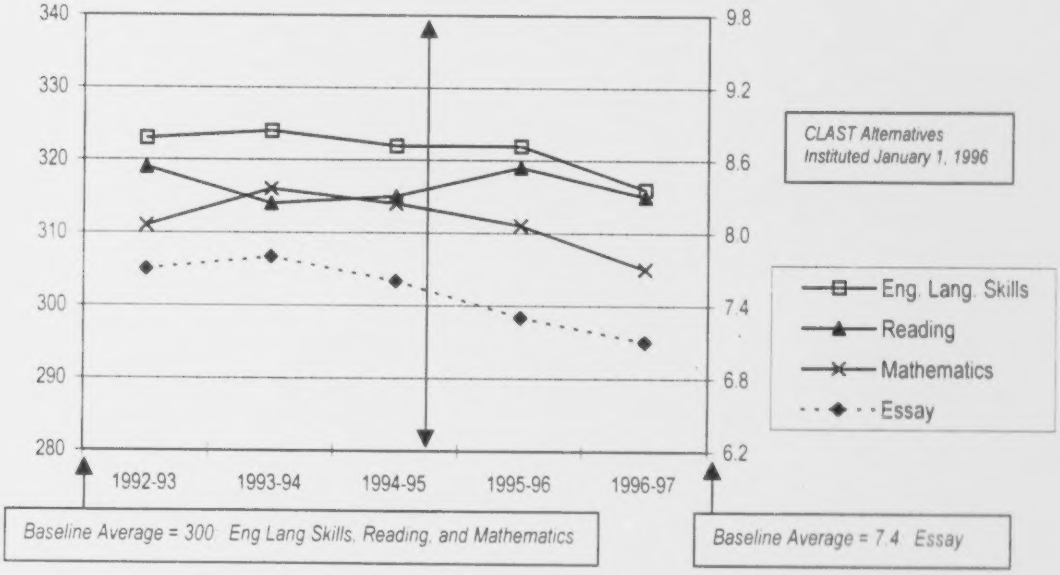
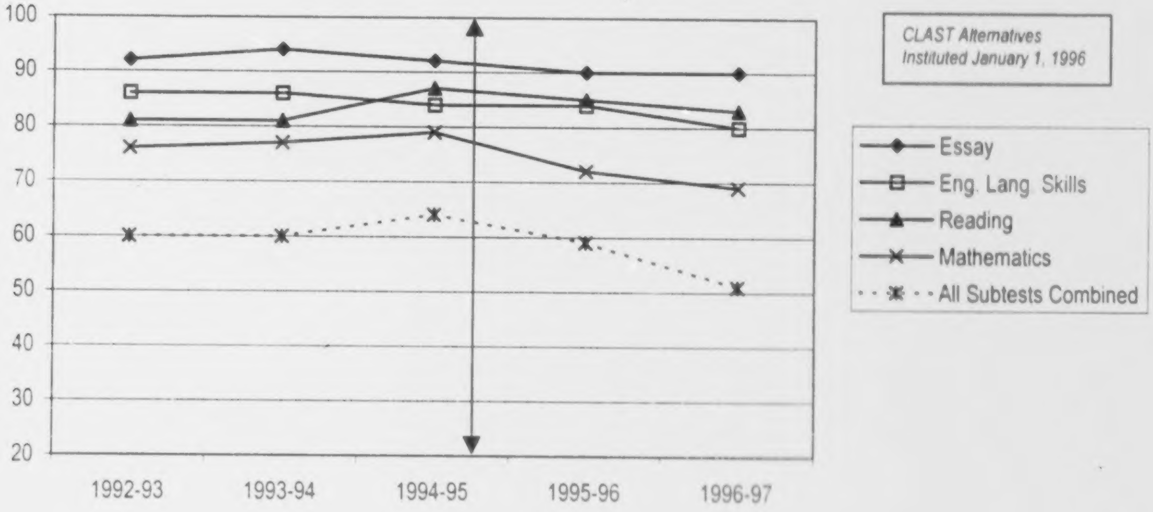


Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



ST. JOHNS RIVER COMMUNITY COLLEGE

Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**27**[a] (338)[b]	**31** (389)	**28** (349)	**27** (272)	**22** (218)
English Language Skills	**47** (338)	**66** (389)	**56** (348)	**44** (272)	**44** (219)
Reading	**64** (338)	**86** (389)	**45** (348)	**41** (272)	**37** (219)
Mathematics	**77** (338)	**109** (389)	**77** (350)	**79** (282)	**78** (252)
All Subtests Combined	**135**[c] (338)[d]	**175** (389)	**125** (348)	**108** (264)	**103** (210)

[a] Number of students failing a subtest

[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

ST. PETERSBURG JUNIOR COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

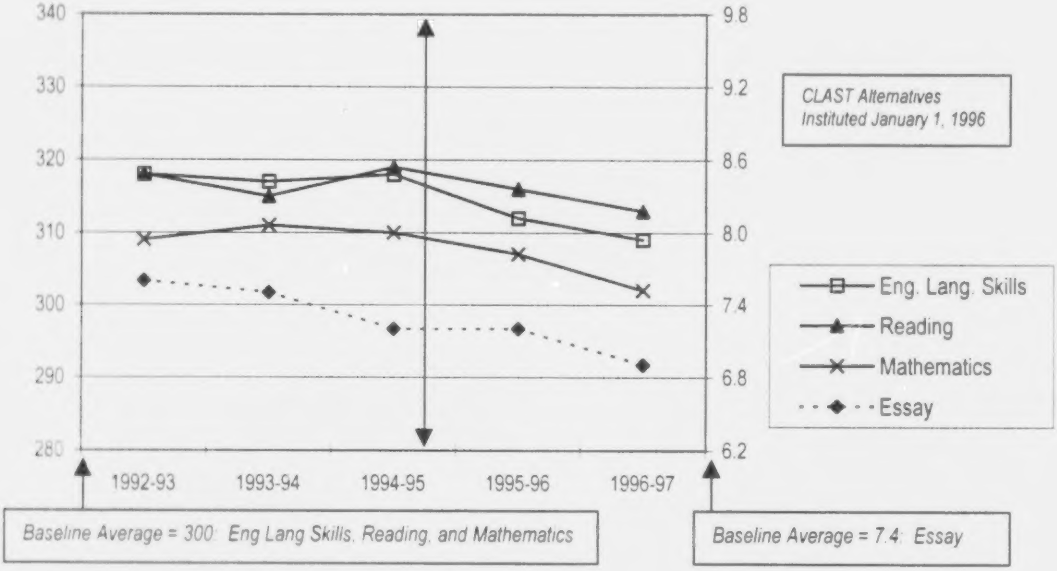
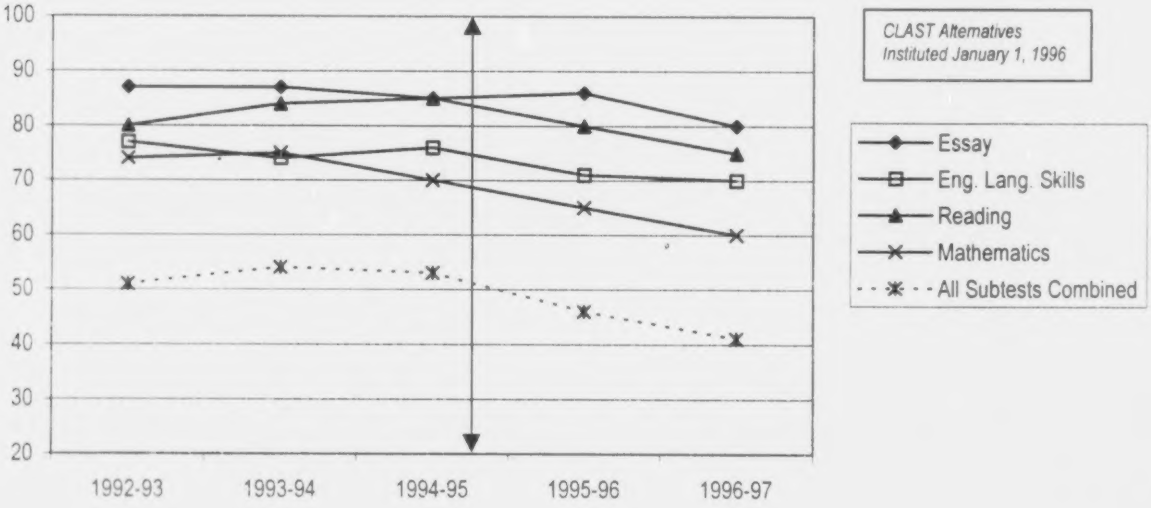


Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



ST. PETERSBURG JUNIOR COLLEGE

Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**280**[a] (2,154)[b]	**305** (2,181)	**293** (1,952)	**264** (1,885)	**195** (974)
English Language Skills	**496** (2,155)	**545** (2,180)	**469** (1,955)	**547** (1,887)	**292** (974)
Reading	**431** (2,155)	**414** (2,180)	**293** (1,955)	**377** (1,884)	**243** (972)
Mathematics	**667** (2,152)	**609** (2,175)	**586** (1,952)	**669** (1,912)	**454** (1,134)
All Subtests Combined	**1,053**[c] (2,148)[d]	**1,043** (2,172)	**915** (1,946)	**1,012** (1,874)	**550** (932)

[a] Number of students failing a subtest

[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

SANTA FE COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

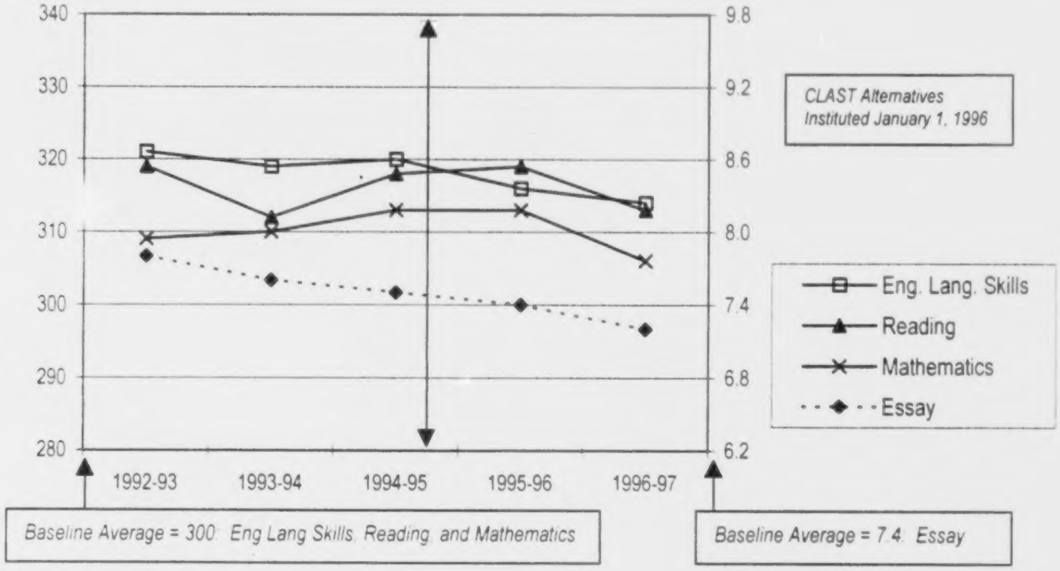
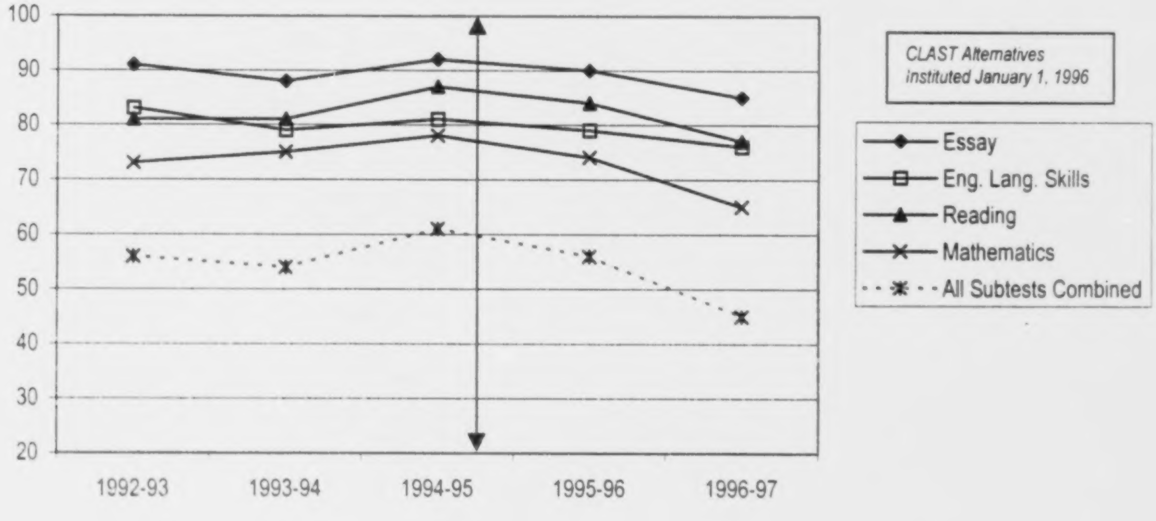


Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



SANTA FE COMMUNITY COLLEGE

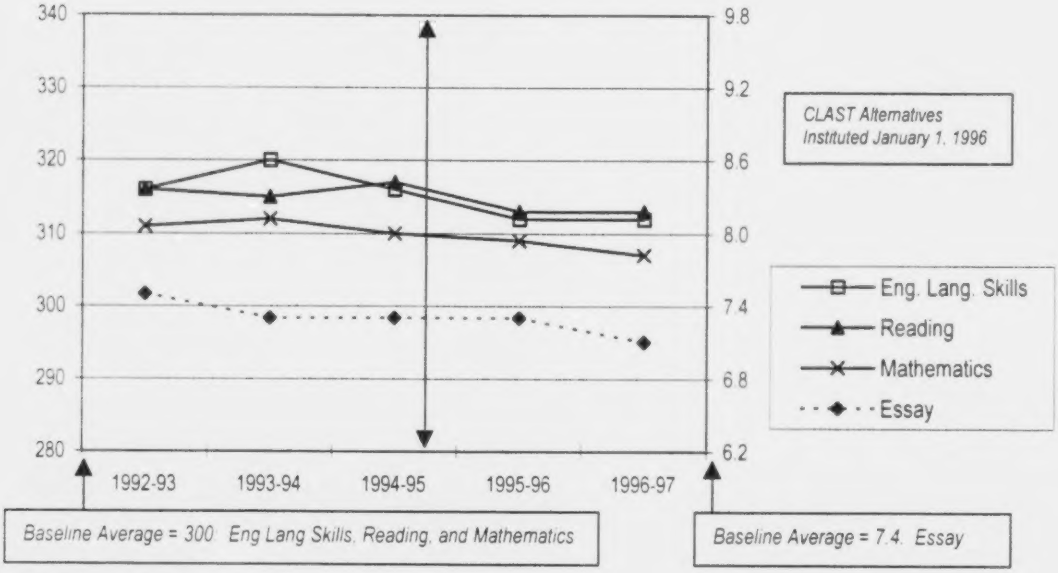
Table A1. **Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97**

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**103**[a] (1,142)[b]	**192** (1,480)	**113** (1,415)	**142** (1,419)	**83** (552)
English Language Skills	**194** (1,141)	**325** (1,479)	**270** (1,419)	**298** (1,420)	**132** (552)
Reading	**217** (1,141)	**281** (1,479)	**184** (1,418)	**227** (1,419)	**131** (570)
Mathematics	**217** (1,141)	**281** (1,477)	**184** (1,410)	**227** (1,464)	**131** (792)
All Subtests Combined	**501**[c] (1,140)[d]	**665** (1,477)	**534** (1,404)	**621** (1,411)	**304** (467)

[a] Number of students failing a subtest
[b] Number of students taking a subtest
[c] Number of students failing to pass all four subtests combined
[d] Number of students taking all four subtests combined

SEMINOLE COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

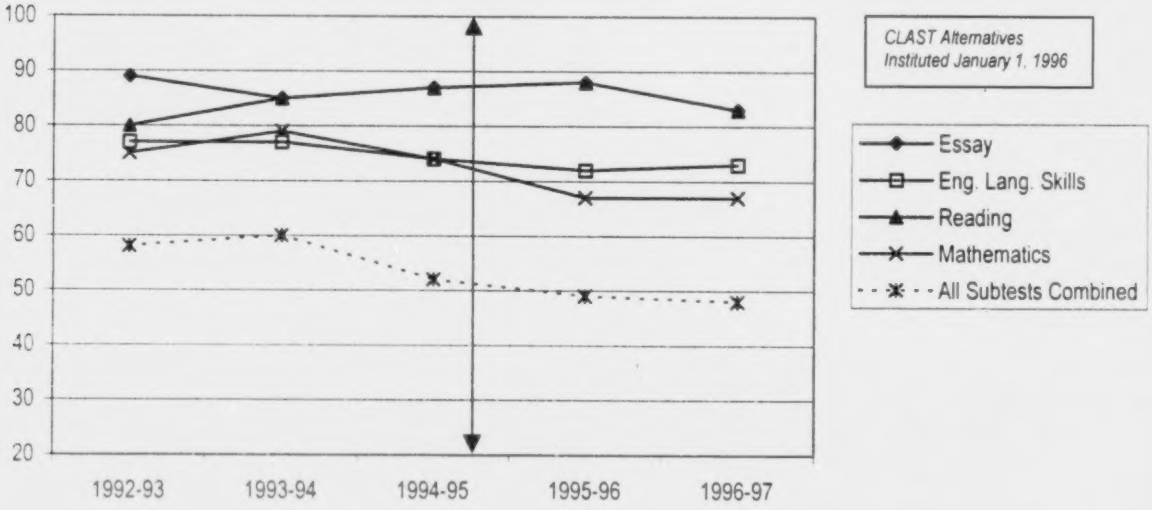


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300 Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4. Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

SEMINOLE COMMUNITY COLLEGE

Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**81**[a] (738)[b]	**96** (688)	**103** (737)	**72** (598)	**67** (394)
English Language Skills	**178** (740)	**165** (689)	**192** (738)	**167** (597)	**106** (394)
Reading	**148** (740)	**138** (689)	**155** (738)	**132** (597)	**96** (401)
Mathematics	**192** (740)	**172** (689)	**192** (738)	**207** (609)	**168** (541)
All Subtests Combined	**325**[c] (738)[d]	**309** (687)	**353** (736)	**304** (596)	**195** (375)

[a] Number of students failing a subtest

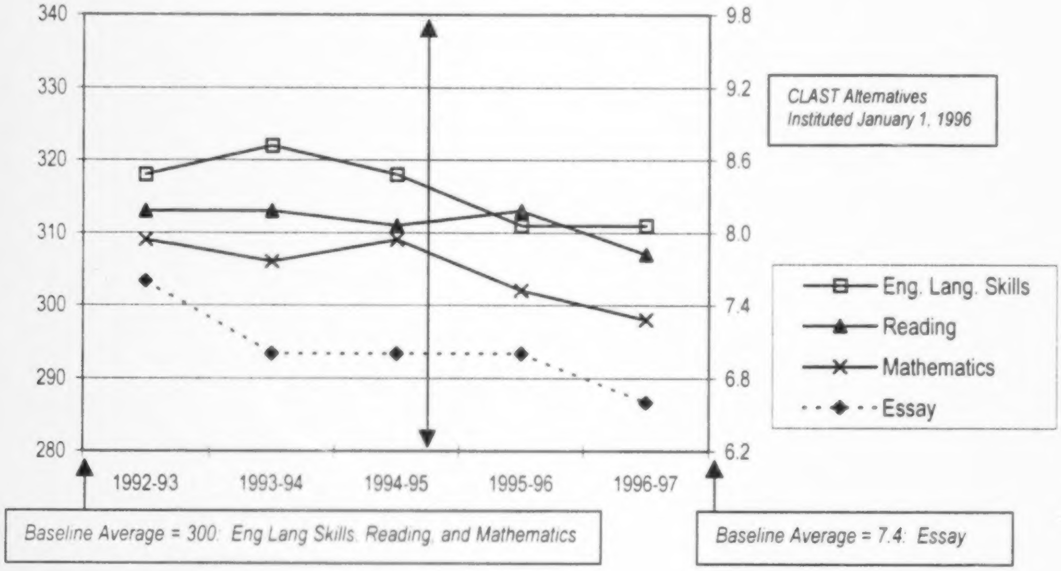
[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

SOUTH FLORIDA COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

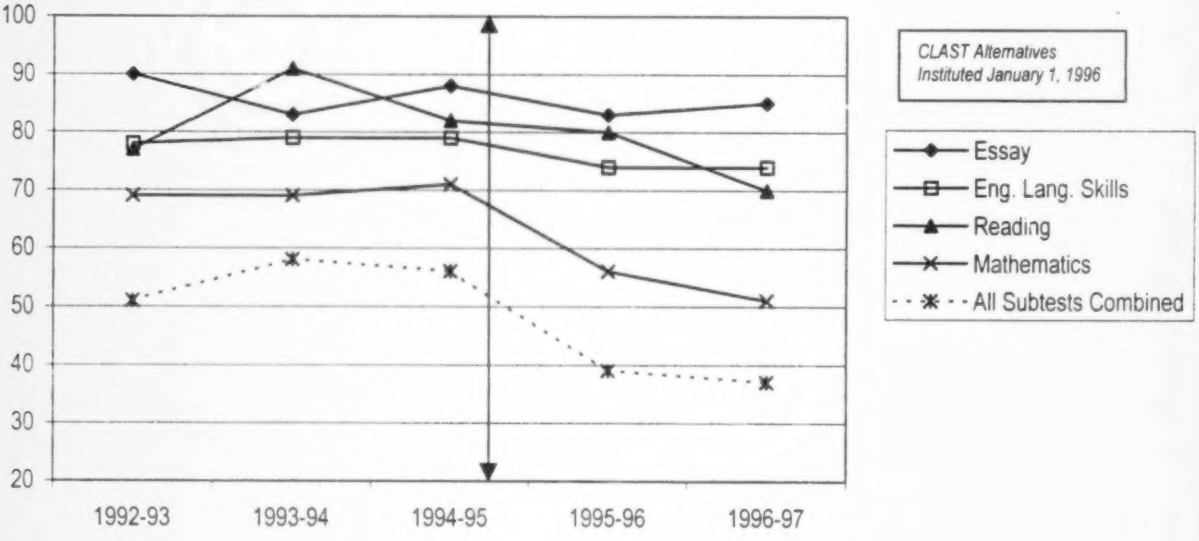


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300: Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4: Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

SOUTH FLORIDA COMMUNITY COLLEGE

Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**15**[a] (115)[b]	**29** (140)	**16** (133)	**22** (130)	**16** (85)
English Language Skills	**26** (112)	**27** (140)	**28** (133)	**33** (129)	**22** (85)
Reading	**33** (115)	**27** (140)	**24** (133)	**26** (129)	**25** (84)
Mathematics	**46** (115)	**44** (139)	**39** (133)	**60** (134)	**49** (100)
All Subtests Combined	**58**[c] (115)[d]	**65** (139)	**60** (133)	**77** (127)	**50** (79)

[a] Number of students failing a subtest

[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

TALLAHASSEE COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

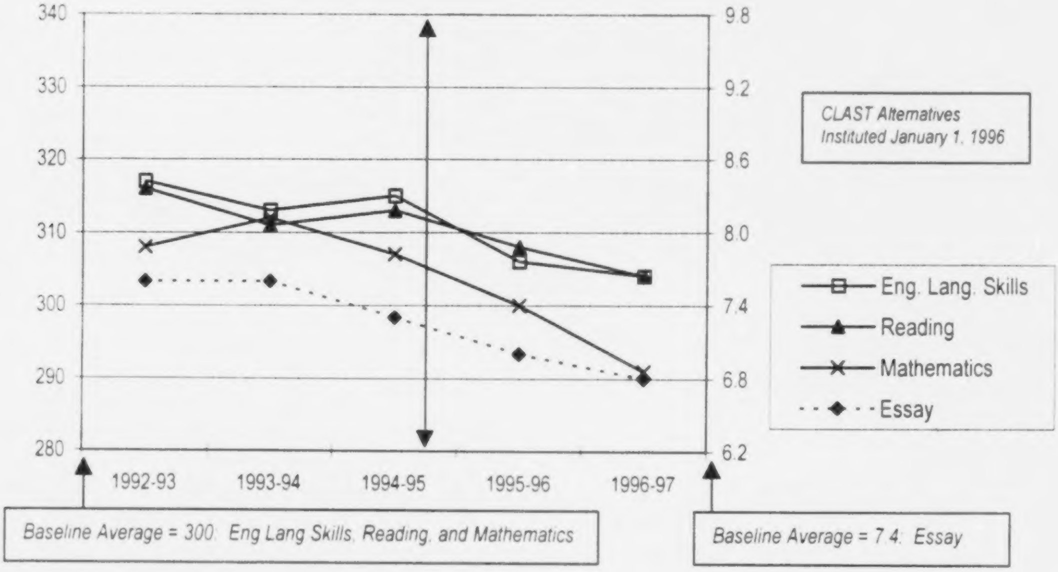
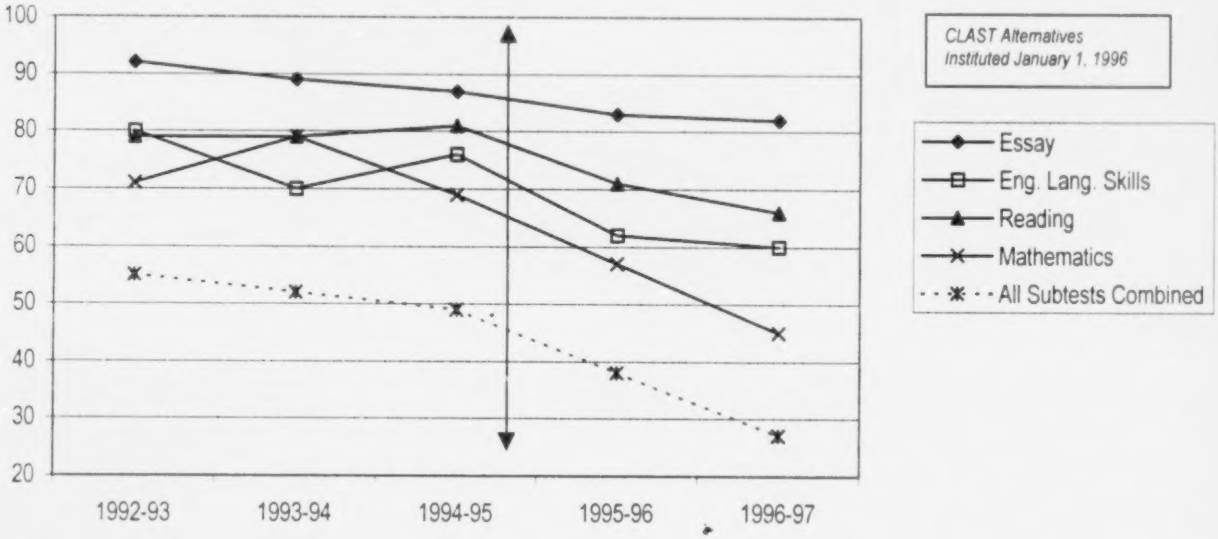


Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



TALLAHASSEE COMMUNITY COLLEGE

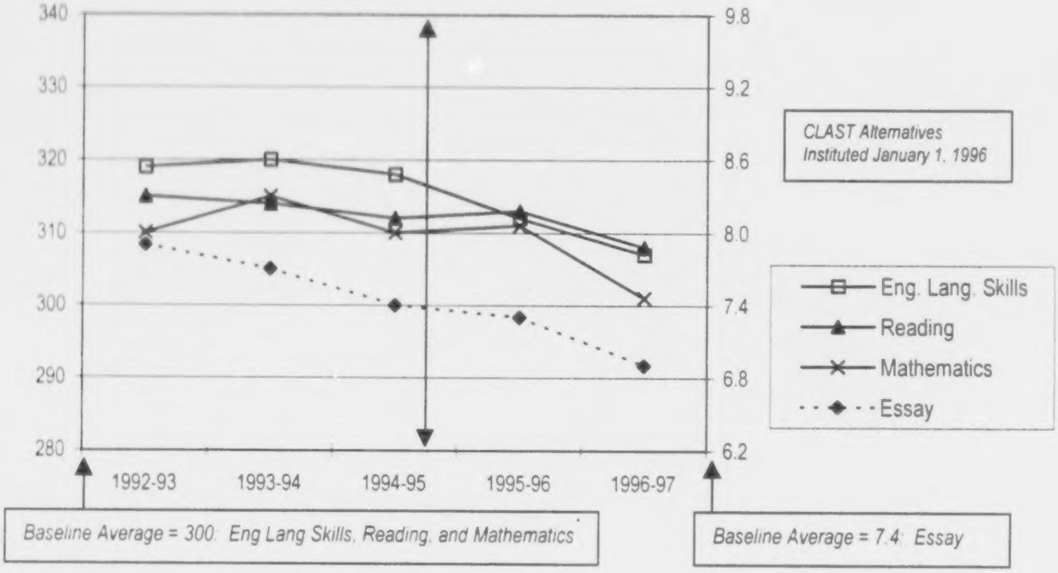
Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**107**[a] (1,197)[b]	**144** (1,198)	**166** (1,275)	**148** (823)	**74** (409)
English Language Skills	**239** (1,197)	**335** (1,198)	**306** (1,275)	**314** (826)	**163** (407)
Reading	**251** (1,197)	**275** (1,197)	**242** (1,274)	**321** (824)	**139** (410)
Mathematics	**346** (1,193)	**348** (1,200)	**407** (1,272)	**382** (888)	**344** (625)
All Subtests Combined	**536**[c] (1,191)[d]	**597** (1,194)	**647** (1,269)	**504** (800)	**250** (342)

[a] Number of students failing a subtest
[b] Number of students taking a subtest
[c] Number of students failing to pass all four subtests combined
[d] Number of students taking all four subtests combined

VALENCIA COMMUNITY COLLEGE

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

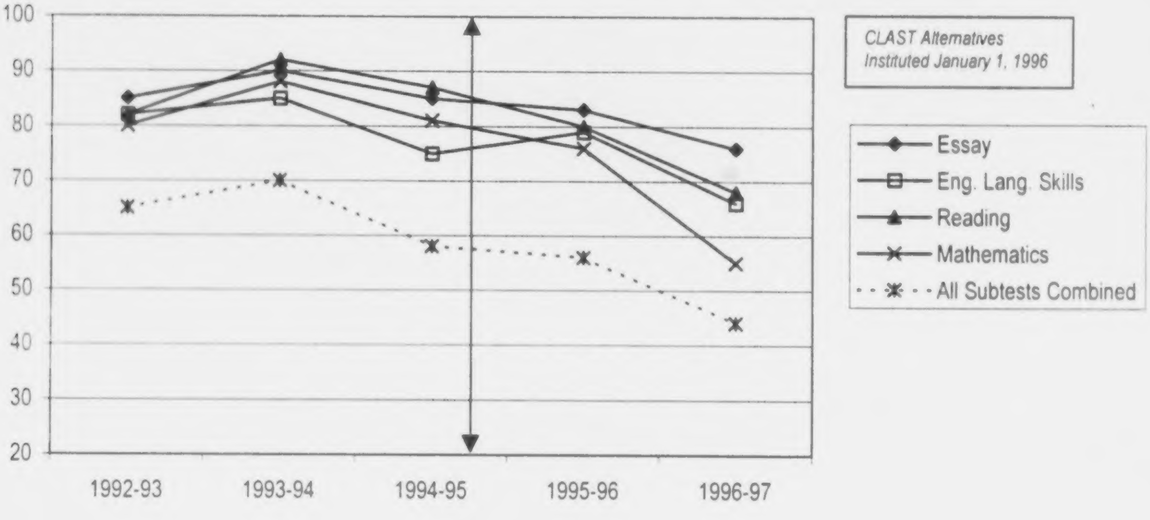


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300: Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4: Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

VALENCIA COMMUNITY COLLEGE

Table A1. **Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97**

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**226**[a] (2,055)[b]	**220** (2,000)	**272** (2,091)	**260** (2,165)	**189** (1,050)
English Language Skills	**431** (2,055)	**440** (2,002)	**502** (2,092)	**564** (2,168)	**357** (1,051)
Reading	**473** (2,055)	**400** (2,002)	**418** (2,092)	**477** (2,168)	**329** (1,097)
Mathematics	**553** (2,049)	**499** (1,997)	**544** (2,091)	**629** (2,170)	**552** (1,315)
All Subtests Combined	**940**[c] (2,043)[d]	**878** (1,996)	**982** (2,090)	**1,080** (2,159)	**559** (947)

[a] Number of students failing a subtest

[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

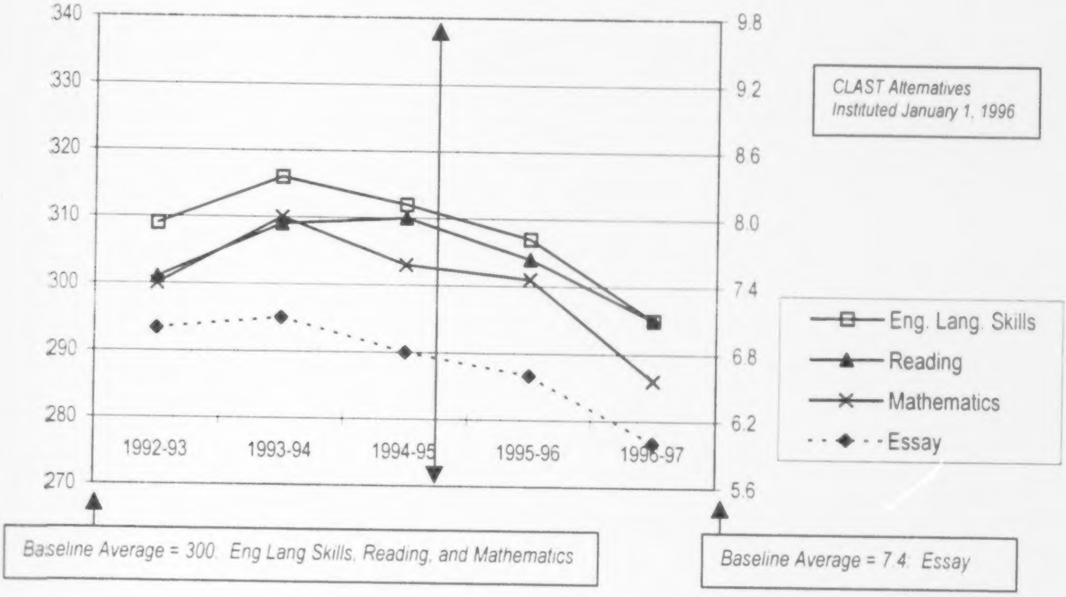
[d] Number of students taking all four subtests combined

State Universities

Florida A&M University	114
Florida Atlantic University	116
Florida International University	118
Florida State University	120
University of Central Florida	122
University of Florida	124
University of North Florida	126
University of South Florida	128
University of West Florida	130

FLORIDA A&M UNIVERSITY

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

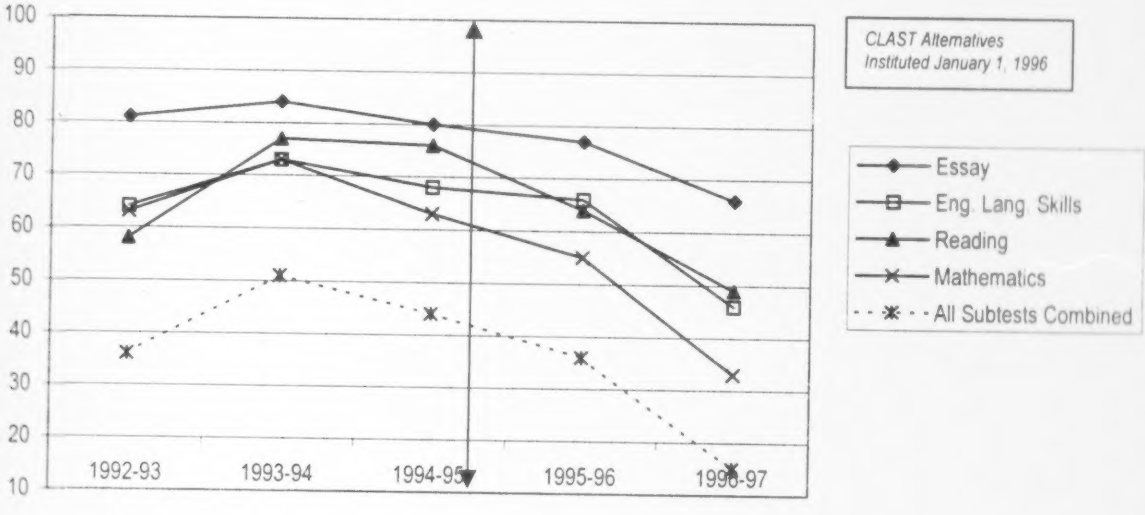


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300. Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4: Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

FLORIDA A&M UNIVERSITY

Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**312**[a] (1,644)[b]	**250** (1,314)	**268** (1,340)	**194** (845)	**95** (282)
English Language Skills	**592** (1,645)	**369** (1,317)	**430** (1,343)	**287** (844)	**153** (284)
Reading	**691** (1,645)	**395** (1,317)	**361** (1,340)	**304** (844)	**145** (285)
Mathematics	**707** (1,645)	**473** (1,315)	**497** (1,344)	**387** (861)	**211** (316)
All Subtests Combined	**1,050**[c] (1,641)[d]	**735** (1,313)	**748** (1,336)	**537** (839)	**207** (244)

[a] Number of students failing a subtest

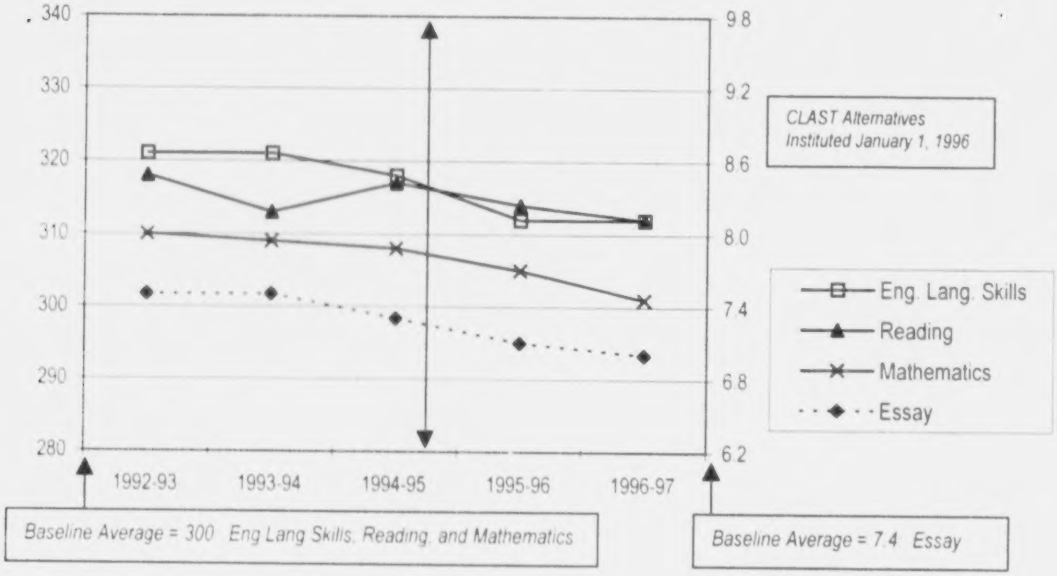
[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

FLORIDA ATLANTIC UNIVERSITY

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

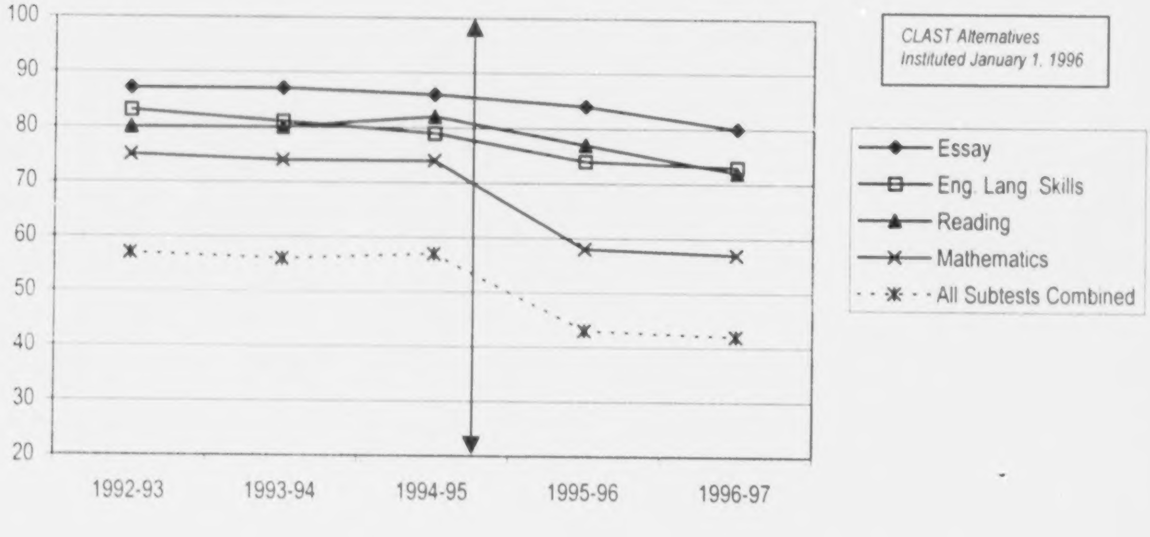


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300 Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4 Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

FLORIDA ATLANTIC UNIVERSITY

Table A1. **Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97**

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**190**[a] (1,355)[b]	**210** (1,398)	**238** (1,701)	**253** (1,582)	**245** (1,223)
English Language Skills	**230** (1,354)	**294** (1,400)	**375** (1,703)	**412** (1,584)	**332** (1,228)
Reading	**271** (1,353)	**280** (1,402)	**289** (1,702)	**364** (1,584)	**342** (1,222)
Mathematics	**405** (1,349)	**449** (1,404)	**529** (1,706)	**662** (1,577)	**531** (1,234)
All Subtests Combined	**633**[c] (1,346)[d]	**683** (1,394)	**796** (1,694)	**893** (1,567)	**680** (1,172)

[a] Number of students failing a subtest
[b] Number of students taking a subtest
[c] Number of students failing to pass all four subtests combined
[d] Number of students taking all four subtests combined

FLORIDA INTERNATIONAL UNIVERSITY

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

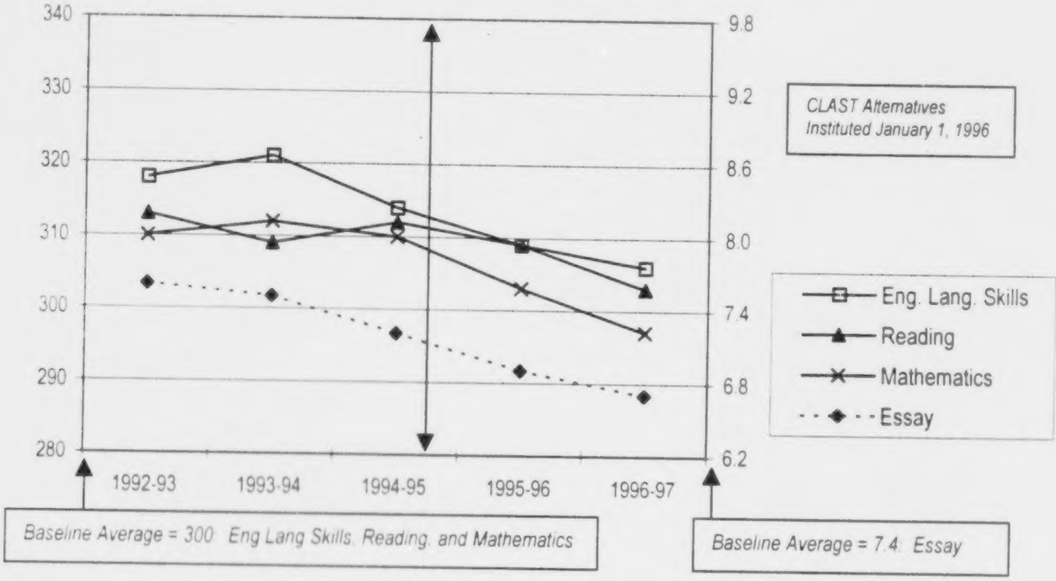
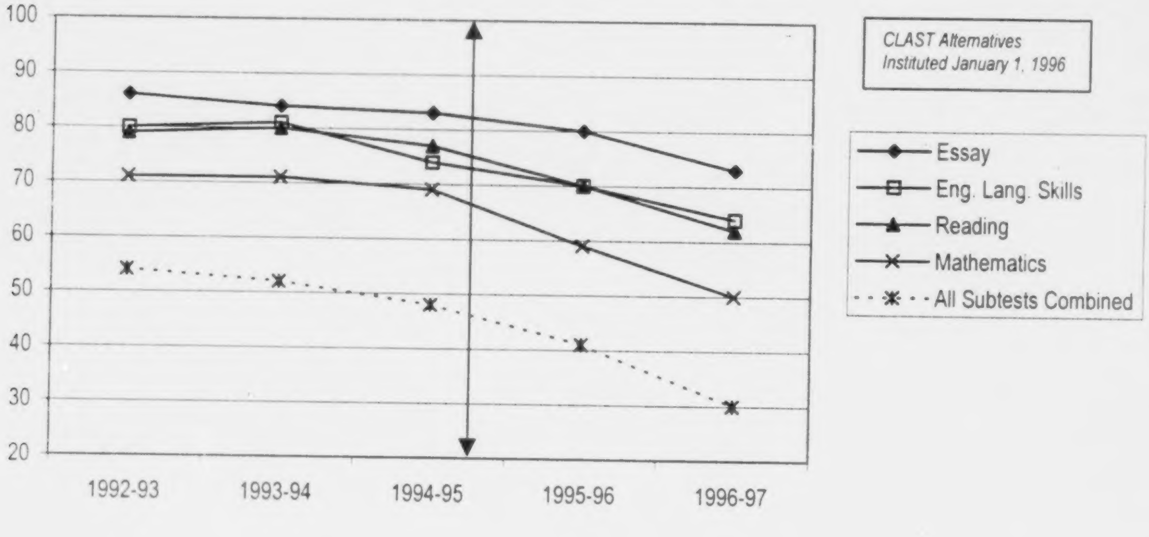


Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



FLORIDA INTERNATIONAL UNIVERSITY

Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**204**[a] (1,459)[b]	**267** (1,671)	**324** (1,905)	**399** (1,993)	**320** (1,185)
English Language Skills	**292** (1,462)	**334** (1,671)	**494** (1,901)	**599** (1,996)	**427** (1,186)
Reading	**307** (1,460)	**384** (1,671)	**437** (1,900)	**598** (1,995)	**450** (1,184)
Mathematics	**407** (1,455)	**484** (1,668)	**587** (1,895)	**817** (1,993)	**720** (1,441)
All Subtests Combined	**667**[c] (1,450)[d]	**800** (1,666)	**965** (1,893)	**1,168** (1,980)	**789** (1,127)

[a] Number of students failing a subtest

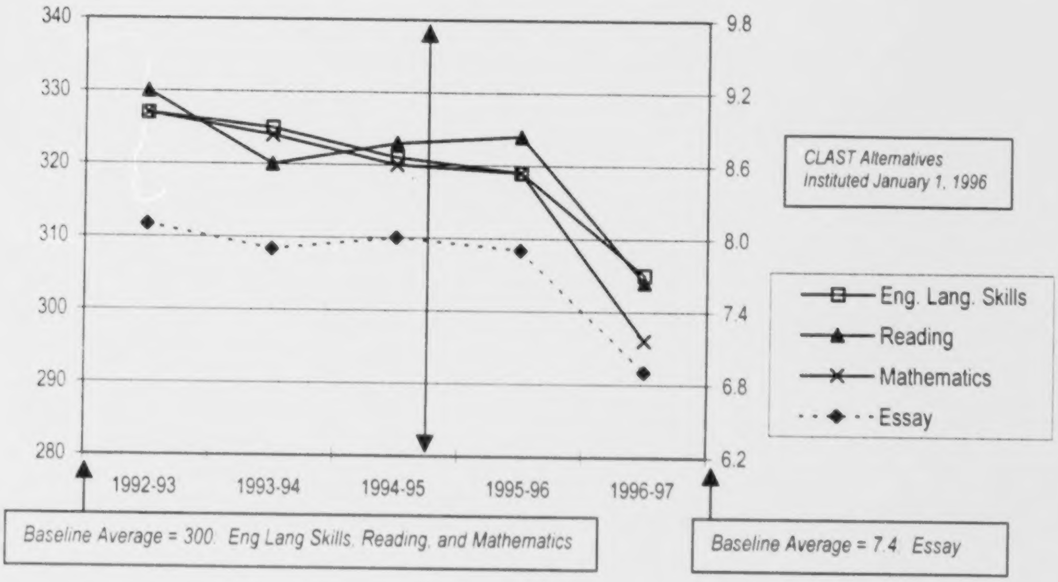
[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

FLORIDA STATE UNIVERSITY

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

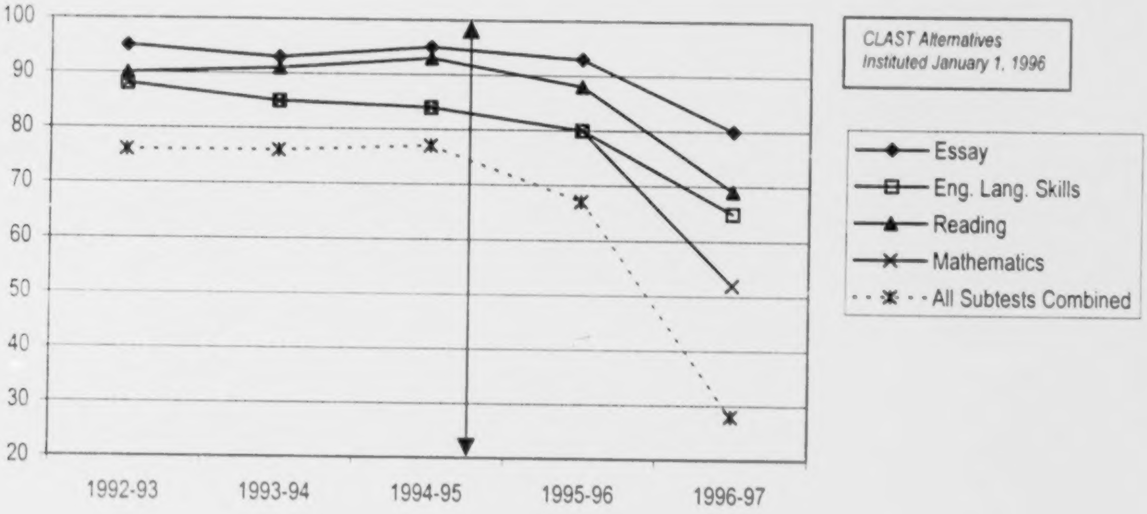


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300: Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4: Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

FLORIDA STATE UNIVERSITY

Table A1. **Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97**

Subtest Area	All Students Required to Take CLAST for AA Degree **1992-93**	**1993-94**	**1994-95**	CLAST Alternatives Instituted January 1, 1996 **1995-96**	**1996-97**
Essay	**140**[a] (2,805)[b]	**234** (3,341)	**247** (3,533)	**229** (3,275)	**200** (1,003)
English Language Skills	**253** (2,807)	**334** (3,341)	**424** (3,532)	**491** (3,276)	**357** (1,020)
Reading	**336** (2,806)	**334** (3,341)	**282** (3,529)	**394** (3,281)	**323** (1,042)
Mathematics	**365** (2,807)	**400** (3,338)	**493** (3,524)	**651** (3,256)	**574** (1,195)
All Subtests Combined	**700**[c] (2,799)[d]	**833** (3,330)	**914** (3,517)	**1,053** (3,190)	**467** (649)

[a] Number of students failing a subtest
[b] Number of students taking a subtest
[c] Number of students failing to pass all four subtests combined
[d] Number of students taking all four subtests combined

UNIVERSITY OF CENTRAL FLORIDA

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

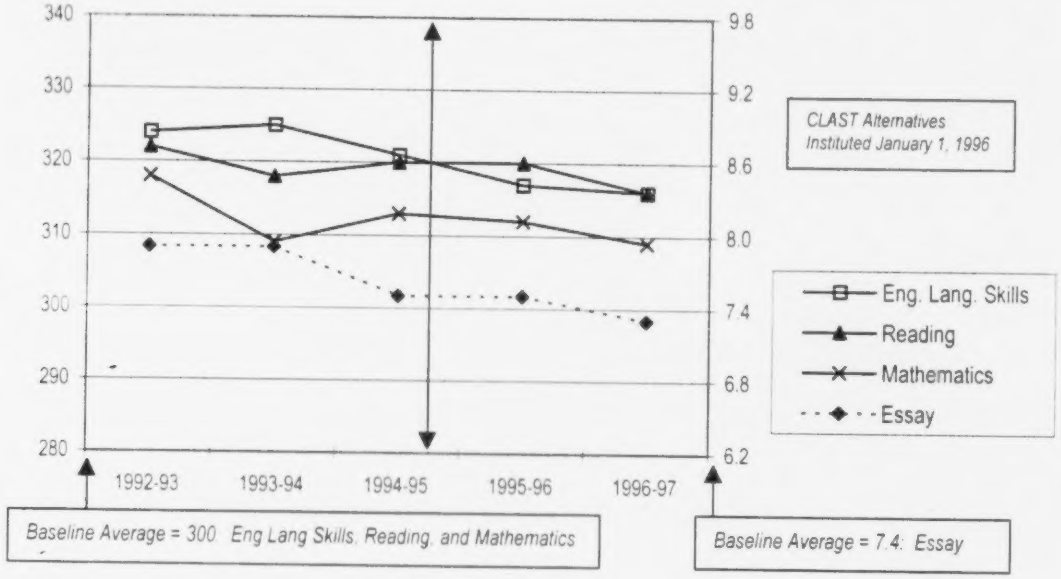
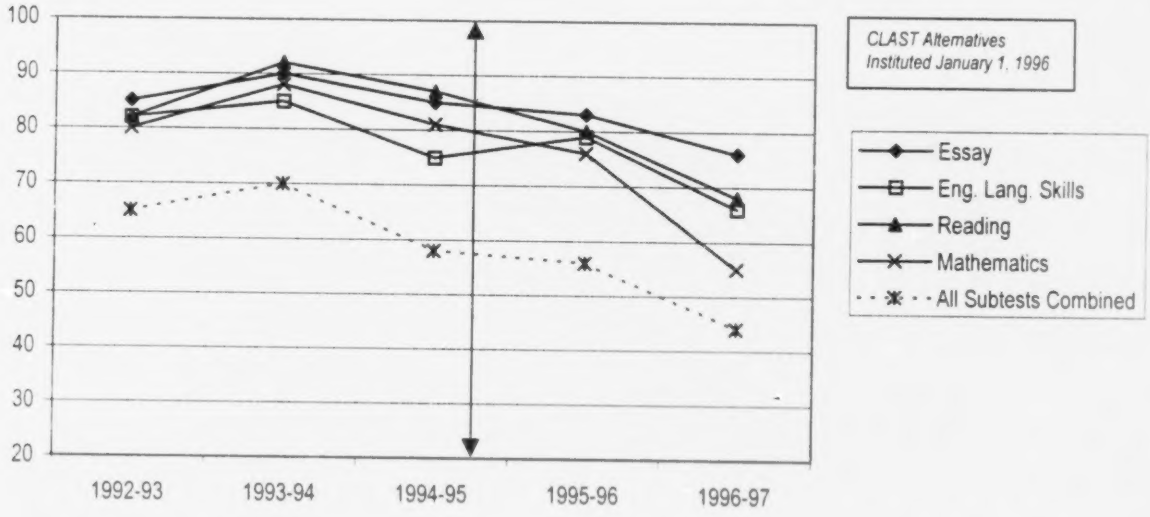


Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



UNIVERSITY OF CENTRAL FLORIDA

Table A1. **Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97**

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**124**[a] (1,544)[b]	**221** (2,010)	**269** (2,442)	**188** (2,091)	**183** (1,305)
English Language Skills	**216** (1,542)	**322** (2,012)	**465** (2,445)	**419** (2,094)	**301** (1,309)
Reading	**231** (1,541)	**302** (2,013)	**318** (2,444)	**314** (2,094)	**275** (1,309)
Mathematics	**323** (1,540)	**463** (2,011)	**634** (2,437)	**648** (2,091)	**623** (1,946)
All Subtests Combined	**537**[c] (1,538)[d]	**782** (2,004)	**997** (2,431)	**939** (2,087)	**625** (1,179)

[a] Number of students failing a subtest

[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

UNIVERSITY OF FLORIDA

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

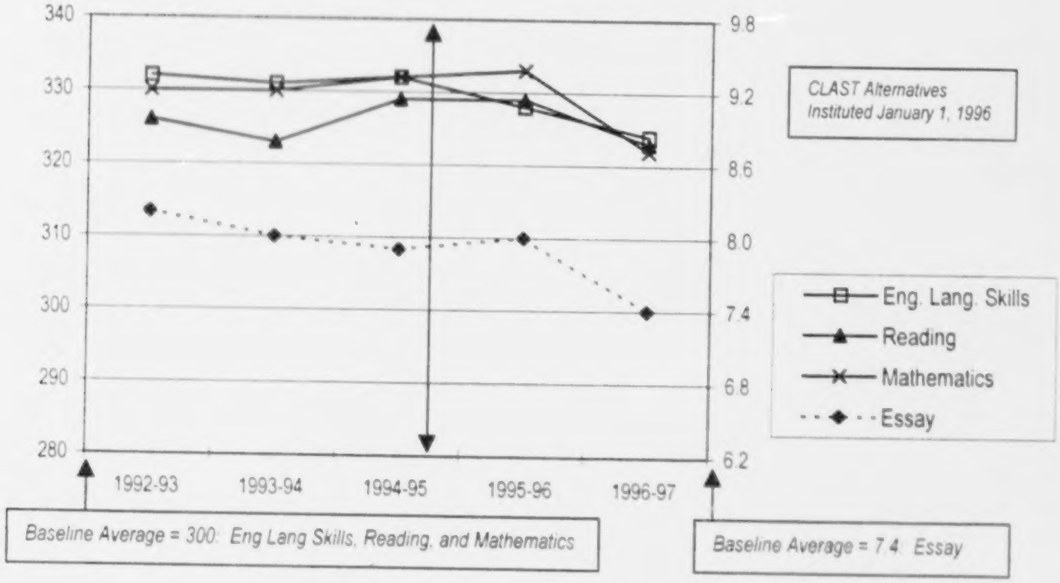
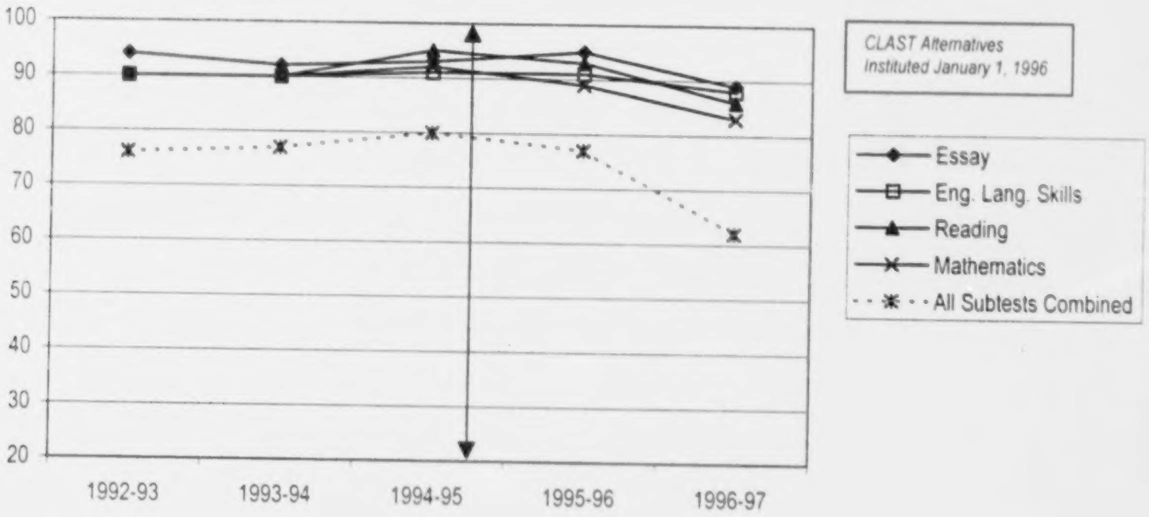


Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



UNIVERSITY OF FLORIDA

Table A1. **Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97**

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**272**[a]	**338**	**363**	**241**	**174**
	(4,528)[b]	(4,834)	(5,189)	(4,812)	(4,586)
English Language Skills	**408**	**387**	**466**	**433**	**190**
	(4,529)	(4,835)	(5,181)	(4,813)	(1,586)
Reading	**453**	**387**	**259**	**337**	**221**
	(4,526)	(4,834)	(5,183)	(4,813)	(1,578)
Mathematics	**453**	**435**	**414**	**539**	**406**
	(4,527)	(4,833)	(5,177)	(4,901)	(2,389)
All Subtests Combined	**1,084**[c]	**1,012**	**1,034**	**1,096**	**442**
	(4,518)[d]	(4,819)	(5,168)	(4,764)	(1,163)

[a] Number of students failing a subtest

[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

UNIVERSITY OF NORTH FLORIDA

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

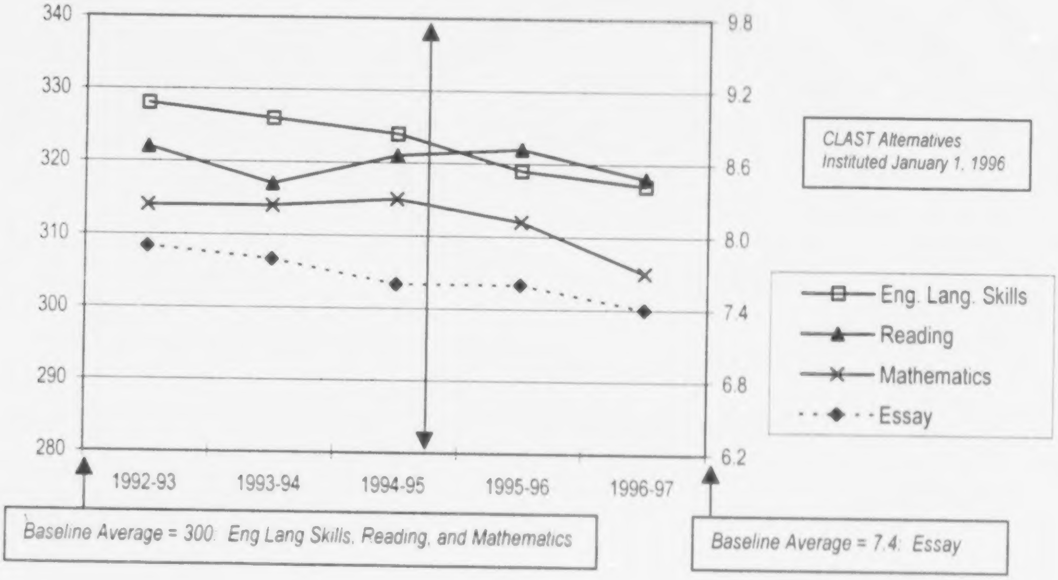
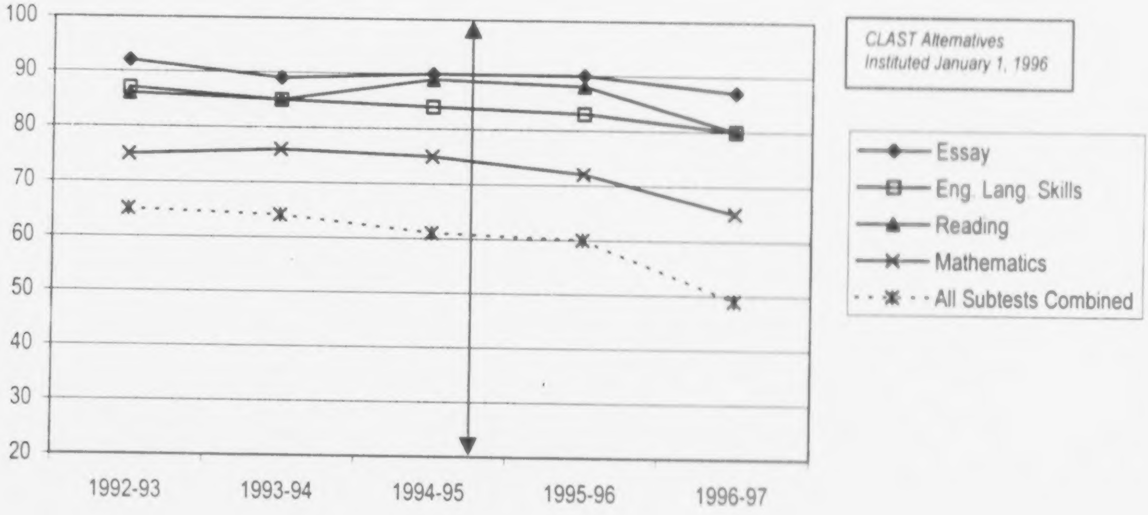


Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



UNIVERSITY OF NORTH FLORIDA

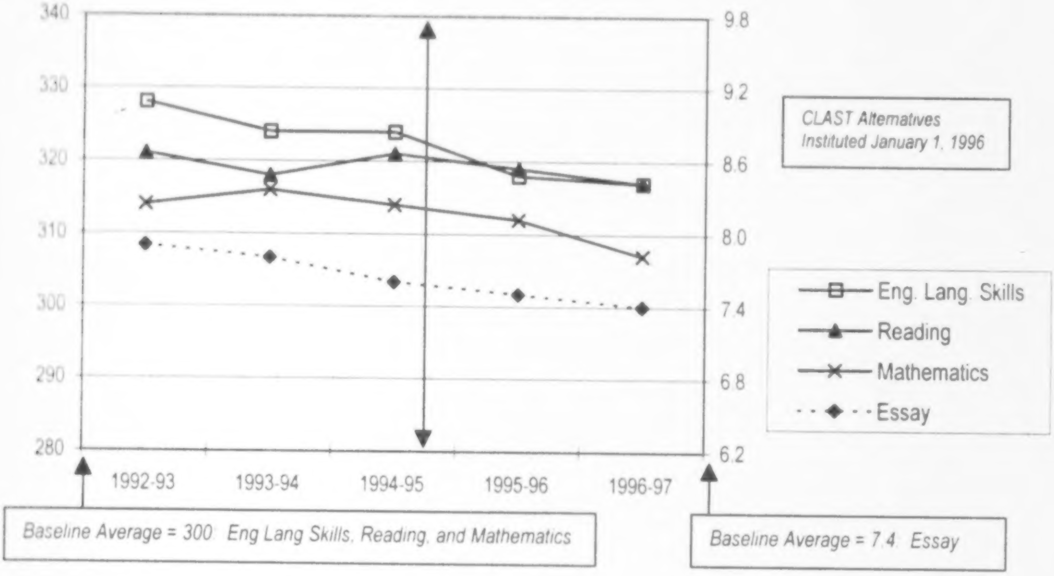
Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**66**[a] (825)[b]	**76** (762)	**86** (862)	**76** (763)	**47** (364)
English Language Skills	**107** (825)	**99** (762)	**138** (861)	**130** (762)	**73** (364)
Reading	**116** (825)	**107** (762)	**95** (860)	**92** (764)	**73** (364)
Mathematics	**207** (826)	**182** (760)	**215** (858)	**219** (781)	**176** (504)
All Subtests Combined	**289**[c] (825)[d]	**274** (760)	**335** (858)	**304** (760)	**159** (312)

[a] Number of students failing a subtest
[b] Number of students taking a subtest
[c] Number of students failing to pass all four subtests combined
[d] Number of students taking all four subtests combined

UNIVERSITY OF SOUTH FLORIDA

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

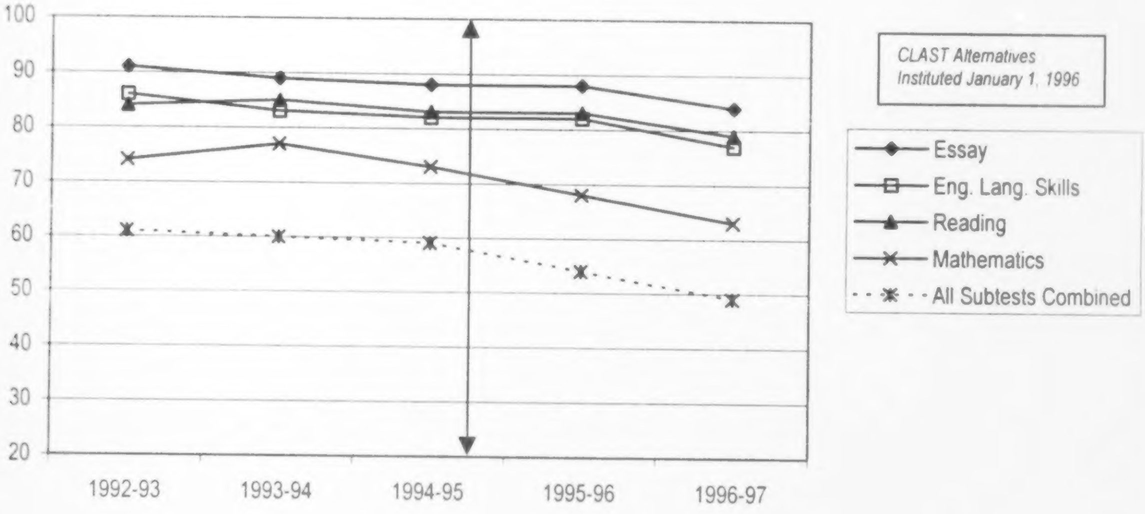


CLAST Alternatives Instituted January 1, 1996

Baseline Average = 300: Eng Lang Skills, Reading, and Mathematics

Baseline Average = 7.4: Essay

Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



CLAST Alternatives Instituted January 1, 1996

UNIVERSITY OF SOUTH FLORIDA

Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**247**[a] (2,744)[b]	**331** (3,010)	**346** (2,882)	**298** (2,486)	**256** (1,603)
English Language Skills	**384** (2,743)	**482** (3,011)	**518** (2,879)	**498** (2,489)	**369** (1,606)
Reading	**439** (2,743)	**482** (3,010)	**374** (2,880)	**423** (2,490)	**338** (1,608)
Mathematics	**713** (2,742)	**782** (3,008)	**778** (2,880)	**852** (2,661)	**772** (2,086)
All Subtests Combined	**1,340**[c] (2,736)[d]	**1,233** (3,006)	**1,178** (2,874)	**1,131** (2,459)	**733** (1,438)

[a] Number of students failing a subtest

[b] Number of students taking a subtest

[c] Number of students failing to pass all four subtests combined

[d] Number of students taking all four subtests combined

UNIVERSITY OF WEST FLORIDA

Figure A1. Mean Scores of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97

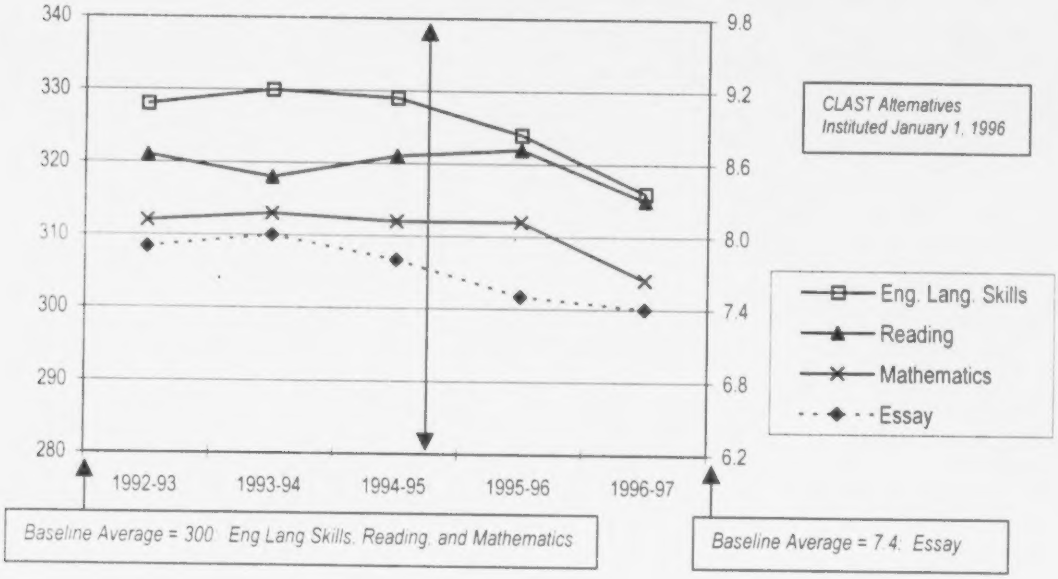
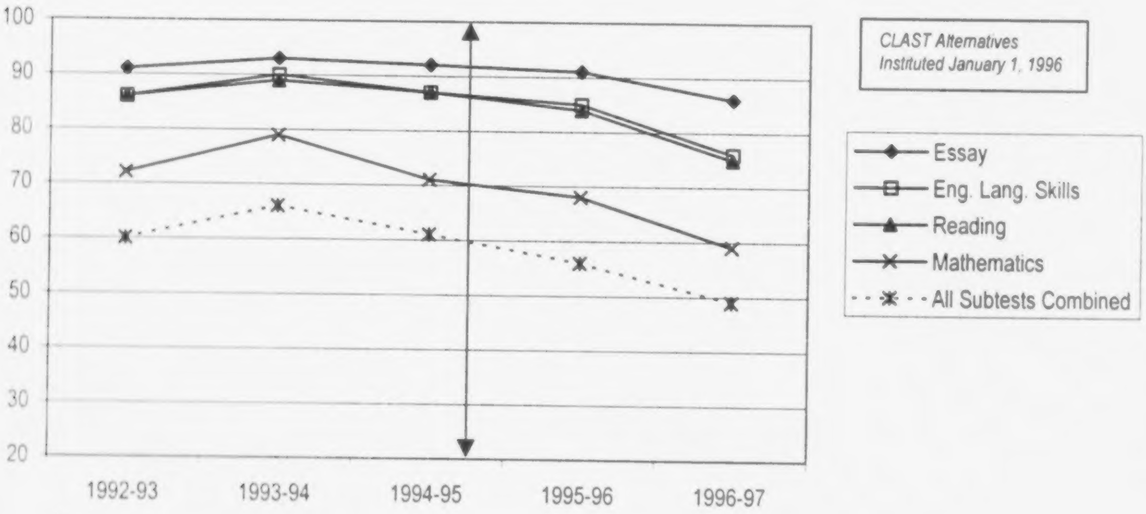


Figure A2. Percent Passing of First-Time CLAST Examinees AY 1992-93 Through AY 1996-97



UNIVERSITY OF WEST FLORIDA

Table A1. Numbers of First-Time CLAST Examinees Failing Subtests and All Subtests Combined, AY 1992-93 Through AY 1996-97

Subtest Area	All Students Required to Take CLAST for AA Degree			CLAST Alternatives Instituted January 1, 1996	
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**
Essay	**38**[a] (425)[b]	**37** (525)	**50** (621)	**38** (422)	**30** (217)
English Language Skills	**55** (423)	**53** (525)	**80** (619)	**64** (426)	**52** (217)
Reading	**60** (425)	**68** (525)	**76** (619)	**69** (430)	**57** (226)
Mathematics	**119** (426)	**147** (524)	**180** (619)	**138** (430)	**108** (264)
All Subtests Combined	**170**[c] (425)[d]	**199** (524)	**234** (617)	**181** (412)	**89** (175)

[a] Number of students failing a subtest
[b] Number of students taking a subtest
[c] Number of students failing to pass all four subtests combined
[d] Number of students taking all four subtests combined

Appendix B.

ARTICULATION COORDINATING COMMITTEE
STANDING COMMITTEE ON STUDENT ACHIEVEMENT

MEMBER	REPRESENTING	TERM EXPIRATION
Dr. Gary Peterson (Chairperson) Professor, Psychological Services in Education College of Education STB 215 Florida State University Tallahassee, Florida 32306-4458 (850) 644-1781 SUNCOM 284-1781 FAX: (850) 644-4335 e-mail: gpeterso@admin.fsu.edu	State Universities	November 30, 1999
Dr. Rosa Jones Vice Provost, Academic Affairs Florida International University University Park PC 140 Tamiami Trail Miami, Florida 33199 (305) 348-2151 SUNCOM 441-2151	State Universities	November 30, 1999
Dr. Katheryn Fouche Assistant Professor, Math Education Assistant Dean of Science & Technology University of West Florida Building 38, Room 118 Pensacola, FL 32514-5750 SUNCOM: 680-3287	State Universities	November 30, 1999
Dr. Laura S. Armesto, Dean School of Arts & Sciences Barry University 113000 NE Second Avenue Miami Shores, Florida 33161 (305) 899-3000	Independent Colleges & Universities	November 30, 1999
Dr. Winifred M. Johnson Assistant Professor Bethune-Cookman College 640 Second Avenue Daytona Beach, Florida 32115 (904) 255-4198	Independent Colleges & Universities	November 30, 1998
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